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ABSTRACT

An assessment was made of the impact of vocational education in North Dakota by surveying 1984 vocational graduates concerning how their vocational training affected their employability, whether they were employed in their area of training, and how they would evaluate their vocational experiences. Data were collected through a mail survey of 800 graduates, with a usable return of 486 (61 percent). Results were reported for respondents who have participated as follows: (1) in a high school vocational program; (2) a vocational center program; (3) a college program; (4) only in a high school program; and (5) by males and females across the three areas of education. Results included the following: (1) 46 percent of the female high school and vocational center graduates and 64 percent of the college graduates were employed full time, whereas 42 percent of the high school graduates, 43 percent of the vocational center graduates, and 25 percent of the college graduates are employed part time, and most of the male respondents are employed full time; (2) the first jobs of 42 percent of the female high school graduates, 71 percent of the vocational center graduates, and 69 percent of the college graduates were in a field related to their training, and a majority of male respondents also had training-related jobs; (3) average beginning wages for female high school graduates were $4.03 per hour, for vocational center graduates, $4.60 per hour, and for college graduates, $4.98 per hour, and for males the wages were $5.57, $6.13, and $6.77 per hour; and (4) a majority of respondents agreed that their vocational program helped them to obtain and advance in their jobs and helped them with basic skills. (A 40-page project report is followed by 127 pages of appendices including statistical summaries of responses and respondents' comments on open-ended questions.) (KC)

bureau of educational services and applied research

SPECIAL REPORT

University of North Dakota
Grand Forks, North Dakota 58202

January 1989

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FOLLOW-UP STUDY OF VOCATIONAL PROGRAM GRADUATES OF 1984 IN NORTH DAKOTA

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Research Study Completed for the
Council on Vocational Education
Bismarck, ND

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EXECUTIVE SUMMARY

FOLLOW-UP STUDY OF VOCATIONAL PROGRAM GRADUATES OF 1984 IN NORTH DAKOTA

Research Study Completed for the
Council on Vocational Education
Bismarck, ND

Bureau of Educational Services and Applied Research
University of North Dakota

January 1989

INTRODUCTION

The main focus of this study was on assessing the impact of Vocational Education in North Dakota by surveying 1984 vocational graduates concerning how their vocational training affected their employability, whether they were employed in their area of training, and how they would evaluate their vocational experiences.

The data were collected through a mail survey, disseminated through vocational training agencies in the state of North Dakota. Eight-hundred questionnaires were distributed and, after two mailings, 512 (64%) were returned and 486 (61%) were usable for data analysis.

The formal report contains over 200 pages with five major divisions and five appendices. The first three parts deal with the 1) Respondents who have participated in a High School Vocational Program, 2) Respondents who have participated in a Vocational Center Program, and 3) Respondents who have participated in a College Program. The fourth part deals with those high school students who have participated only in a high school program. The fifth part presents the information by males and females across the three areas of education.

This executive summary will highlight some of those findings reported in the longer report.

FEMALE VOCATIONAL PROGRAM GRADUATES

DEMOGRAPHIC INFORMATION

The average age of the high school respondents was 21.76 years, the vocational center respondents' average age was 23.71, and the college respondents' average age was 24.61. Eighty-one percent of the high school respondents resided in North Dakota, 78 percent of the vocational center respondents, and 72 percent of the college respondents. Thirty-three percent of the high school graduates worked in companies with 6-25 employees, 31 percent of the vocational center graduates worked in the same size company as well as 41 percent of the college graduates. The largest percent of high school and college graduates worked in communities of 10,000-50,000 people with 38 percent of the high school and 37 percent of the college graduates. Thirty-eight percent of the vocational center graduates work in communities of 50,000-100,000 people.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

The respondents in all three groups were involved in business and office education programs more than any other program (35% of the high school, 50% of the vocational center and 48% of the college graduates). Other programs involved more than 10 percent of the time were health occupations for all three educational levels, marketing education and combinations for high school, and trade and industrial programs for vocational center and college graduates.

EMPLOYMENT

Forty-six percent of the high school and vocational center graduates, and 64 percent of the college graduates were employed full-time. Forty-two percent of the high school and forty-three percent of the vocational center graduates as well as 25 percent of the college graduates are employed part-time. Ten percent of the high school, 4 percent of the vocational center and 8 percent of the college graduates are unemployed and seeking employment. Of the unemployed, 12 percent of the high school graduates feel they need more education for the job they want, and 37 percent of the college graduates stated there are too few openings in the field for which they were prepared. Sixty-eight percent of the high school graduates who are not employed are enrolled in further education as well as 75 percent of the vocational center graduates.

Forty-two percent of the high school graduates first jobs were related to the field in which they were trained. Seventy-one percent of the vocational center graduates got their first job in a related field and 69 percent of the college graduates. Fifty-five percent of the high school, 49 percent of the vocational center and 76 percent of the college graduates are presently working at a job related to their vocational field. Seventy-seven percent of the high school, 79 percent of the vocational center, and 78 percent of the college graduates are presently at a job that they have been with for over a year.

WAGES

The average beginning wage for high school graduates was $4.03 per hour, for vocational center graduates it was $4.60 per hour, and for college graduates it was $4.98 per hour. The largest percent of high school graduates were in the $3.35-$3.64 per hour range with 41 percent in that wage range. Thirty-five percent of the vocational center graduates were in the $3.65-$4.99 wage range and 38 percent of the college graduates were in the $5.00-$7.99 wage range. The average wages when each group finished their first job was $4.66 per hour for high school, $5.34 per hour for vocational center and $6.34 per hour for college graduates.

The beginning wages at their present job averaged $4.40 per hour for high school graduates, $4.72 per hour for vocational center and $5.78 per hour for college graduates. All three groups, with 38 percent of the high school, 50 percent of the vocational and 54 percent of the college graduates, had the largest percent in the $5.00 to $7.99 per hour wage range. The average wages at their present jobs are $4.90 per hour for high school, $5.13 per hour for vocational, and $6.21 per hour for college graduates. The largest wage range is the $5.00-$7.99 per hour range with 32 percent of the high school, 50 percent of the vocational center and 55 percent of the college graduates being in that wage area

VOCATIONAL PROGRAM PERCEPTIONS

A majority of respondents generally agreed or strongly agreed that their vocational program that they completed helped them to obtain a job and advance in their jobs, learn the technical skills necessary to obtain a job and advance in their jobs and how to solve problems that they deal with in their jobs. Their was a higher percentage of respondents, especially among college respondents, who disagreed or strongly disagreed that their program helped them earn a higher income than others who did not receive similar training.

Sixty-six percent of the high school graduates, 82 percent of the vocational center, and 81 percent of the college graduates felt the program they completed helped them obtain a job. Fifty-four percent of the high school, 52 percent of the vocational center, and 64 percent of the college graduates felt they learned the technical skills to advance in their job. Twenty-nine percent of the high school, 38 percent of the vocational center, and 44 percent of the college graduates felt their programs helped them earn a higher income than others who did not receive similar training. Sixty-two percent of the high school, 67 percent of the vocational center and 77 percent of the college graduates felt the training helped them maintain employment.

BASIC SKILLS

Sixty-seven to seventy-eight percent of the high school respondents felt their program helped them with their math, reading, writing, and speaking skills. Sixty-three to seventy-four percent of the vocational center respondents felt they were helped in these skills and 68 to 79 percent of the college respondents felt they were helped. Forty-four percent of the high school, 56 percent of the vocational center, and 51 percent of the college graduates felt the programs helped them learn the computer skills required for their job.

EVALUATION OF EXPERIENCE

Seventy percent of the vocational center graduates felt working conditions in the classrooms, labs, and/or shops were similar to those found in the workplace. Fifty-seven percent of the high school and 56 percent of the college respondents agreed. Eighty-two percent of the vocational center respondents felt the tools and techniques that they used in their vocational program were similar to those used in their job, 67 percent of the high school and 74 percent of the college respondents felt that way. Ninety-one percent of the college respondents felt their instructors were up-to-date in the knowledge and skills of their subject area with 82 percent of the vocational and 90 percent of the high school respondents feeling this way about their instructors.

Eighty-one percent of the high school respondents felt they would enroll in the same vocational program and 70 percent of the

vocational center and 64 percent of the college respondents feeling they would enroll in the same program as well. Ninety-four percent of the high school, 85 percent of the vocational center, and 87 percent of the college respondents would recommend their training to others.

MALE VOCATIONAL PROGRAM GRADUATES

DEMOGRAPHIC INFORMATION

The average age of the high school respondents was 22.92 years, the vocational respondents 23.59 years, and the college respondents 25.02 years. The majority of vocational respondents worked in a company that employed between 1 and 5 employees while the majority of high school and college respondents worked for companies that employed more than 100 employees. The size of community in which the respondents were employed varied somewhat among high school respondents with 28 percent employed in cities of 10,001-50,000 people while the highest percentage of vocational and college respondents were employed in cities with a population between 2,501-10,000. The majority of respondents surveyed were both employed and residents of North Dakota.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

The trade and industrial programs had the most students from all three groups who completed a program although 21 percent of the high school respondents and 15 percent of the vocational respondents did report that they had completed a combination of more than one program.

EMPLOYMENT

A majority of respondents in all three groups responded that they had received jobs that were related to their field on their first job and about half of all respondents in each group were still at this job. When asked if their present job related to their vocational field, a majority of respondents in all three groups responded that their job either related or peripherally related. The majority of the respondents in all three groups were still presently at this job although those that were not still with their present job tended to stay 6 months or less.

A majority of respondents in all three groups were employed full-time with a small percentage unemployed (12% to 7%). Of those who were unemployed, being enrolled in further education was the major reason in all three groups. College respondents (30%) indicated that there were too few openings in the field for which they were prepared as a reason for being unemployed.

WAGES

The beginning average wage of their first job for the high school respondents was $5.57 per hour while the beginning average wage for vocational respondents was $6.13 per hour and $6.77 per hour for college respondents. Two percent of high school

respondents and 2 percent of college respondents were making between $1.44-$3.34 per hour as a beginning wage on their first job. The greatest percentage of all three groups were making between $5.00-$7.99 per hour as a beginning wage on their first job. The average ending wage on their first job had risen to $7.38 per hour for high school respondents, $7.48 per hour for vocational respondents, and $9.32 per hour for college respondents. All respondents were making more than $3.34 per hour on the ending wage with the highest percentage of high school and vocational respondents still making between $5.00-$7.99 per hour while the greatest percentage of college respondents were making $8.00 or more per hour.

The beginning average wage for the respondents' present job was $5.72 per hour for high school respondents, $5.60 per hour for vocational respondents, and $6.82 per hour for college respondents. Thirteen percent of vocational respondents, 9 percent of high school respondents, and 8 percent of college respondents were making between $2.75-$3.34 per hour. The largest percentage of respondents in all three groups were making between $5.00-$7.99 per hour as a beginning wage at their present job. The average ending wage had risen to $6.63 per hour for high school respondents, $6.31 for vocational respondents, and $7.43 per hour for college respondents. The largest percentage of respondents in all three groups again were making between $5.00-$7.99 per hour.

VOCATIONAL PROGRAM PERCEPTIONS

As with the female respondents, a majority of respondents generally agreed or strongly agreed that their vocational program that they completed helped them to obtain a job and advance in their jobs, learn the technical skills necessary to obtain a job and advance in their jobs and how to solve problems that they deal with in their jobs. Their was a higher percentage of respondents, especially among college respondents, who disagreed or strongly disagreed that their program helped them earn a higher income than others who did not receive similar training.

Sixty-seven percent of the high school graduates, 85 percent of the vocational center, and 88 percent of the college graduates felt the program they completed helped them obtain a job. Seventy-one percent of the high school, 97 percent of the vocational center, and 89 percent of the college graduates felt they learned the technical skills to advance in their job. Thirty-nine percent of the high school, 60 percent of the vocational center, and 48 percent of the college graduates felt their programs helped them earn a higher income than others who did not receive similar training. Sixty-five percent of the high school, 82 percent of the vocational center and 69 percent of the college graduates felt the training helped them maintain employment.

BASIC SKILLS

Sixty-three to seventy-four percent of the high school respondents felt their program helped them with their math, reading, writing, and speaking skills. Sixty-three to seventy-one percent of the vocational center respondents felt they were helped in these skills and 52 to 75 percent of the college respondents felt they were helped. Thirty-five percent of the high school, 41 percent of the vocational center, and 23 percent of the college graduates felt the programs helped them learn the computer skills required for their job.

EVALUATION OF EXPERIENCE

Seventy-five percent of the vocational center graduates felt working conditions in the classrooms, labs, and/or shops were similar to those found in the workplace. Sixty-four percent of the high school and 69 percent of the college respondents agreed. Ninety-three percent of the vocational center respondents felt the tools and techniques that they used in their vocational program were similar to those used in their job, 76 percent of the high school and 84 percent of the college respondents felt that way. Eighty-nine percent of the college respondents felt their instructors were up-to-date in the knowledge and skills of their subject area with 97 percent of the vocational and 91 percent of the high school respondents feeling this way about their instructors.

Eighty-four percent of the high school respondents felt they would enroll in the same vocational program and 74 percent of the vocational center and 65 percent of the college respondents feeling they would enroll in the same program as well. Ninety percent of the high school, 89 percent of the vocational center, and 92 percent of the college respondents would recommend their training to others.

FOLLOW-UP STUDY OF VOCATIONAL PROGRAM GRADUATES OF 1984 IN NORTH DAKOTA

Research Study Completed for the
Council on Vocational Education
Bismarck, ND

Bureau of Educational Services and Applied Research
University of North Dakota

January 1989

INTRODUCTION

The main focus of this study was on assessing the impact of Vocational Education in North Dakota by surveying graduates 1984 concerning how their vocational training affected their employability, whether they were and/or are employed in their area of training, how they would evaluate their experiences, and similar issues.

The data was collected through a mail survey, disseminated through appropriate vocational training agencies in the state of North Dakota. Eight-hundred questionnaires were distributed and, after two mailings, 512 (64%) were returned and 486 (61%) were usable for data analysis.

This report contains five major divisions with five appendices. The first three parts deal with the 1) Respondents who have participated in a High School Vocational Program [Part I], 2) Respondents who have participated in a Vocational Center Program [Part II], and 3) Respondents who have participated in a College Program [Part III]. The fourth part deals with those high school students who have participated only in a high school program. The fifth part present the information by males and females across the three areas of education. Each one of these parts highlights and summarizes the relevant data. For your information, all the numbers (frequencies, percent, and averages) are presented in the appendices.

The five major parts are segregated by male and female respondents. The subdivisions of each of the four major parts are as follows:

Descriptive Information
- Demographic Information
- Areas Studied and Educational Experience
- Employment
- Wages

Vocational Experiences
- Vocational Program Perceptions
- Basic Skills
- Evaluation of Vocational Experience

PART I: HIGH SCHOOL VOCATIONAL PROGRAM GRADUATES

MALE RESPONDENTS

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

This survey was completed by 121 high school male vocational program graduates. The average age of the respondents was just under 23 years. Seventy-two percent have or are continuing their education. Seventy-seven percent reside in North Dakota, 5 percent in Minnesota, and 18 percent in other states. They were employed in communities with less than 10,000 people in 36 percent of the cases, with 28 percent in communities with populations of 10,000 to 50,000, and 36 percent being employed in communities with populations over 50,000. The companies in which they are employed have 1-5 employees in 26 percent of the cases, 6-25 employees in 29 percent of the cases, 26-50 employees in 5 percent of the cases, 51-100 employees in 6 percent of the cases and over 100 employees in 34 percent of the cases.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

Forty-nine percent felt their program trained them specifically for their first job and 65 percent felt the training helped them to maintain employment.

The high school males that responded were generally involved in agricultural, and trade and industrial programs. Forty-seven percent of them being in the latter area and 11 percent in agricultural programs with 21 percent in combination programs. Less then 10 percent were in any other program listed.

EMPLOYMENT

Their present jobs are related to their vocational field in 34 percent of the situations with 11 percent not related. Forty-four percent were at their present job for 6 months or less and 54 percent are still at their present job. Sixty-one percent are now employed full-time, 15 percent self-employed, and 12 percent unemployed and seeking employment. Seventy-one percent are presently employed in North Dakota, 9 percent in Minnesota, and 20 percent in other states.

Eighty-three percent of the unemployed are currently enrolled in further education with 40 percent in 4-year college or university programs, and 31 percent on a full-time basis. Twenty percent of these are in programs related to their vocational program.

WAGES

Their first job was related to their field of training in 54 percent of the cases. Twenty-nine percent stayed with their first job for 6 months or less and 47 percent are still on their first job. The average hourly wage when they began was $5.57

with 2 percent less than $3.34 per hour, 28 percent made between $3.65 and $5 and 31 percent made between $5 and $8.

The average ending wage for their first job was $7.38 per hour with 2 percent being under $3.65 per hour, 39 percent between $5 and $8 and 37 percent above $8 per hour. The beginning wage at their present job averaged out to $5.72 per hour with 9 percent being under $3.34 per hour, with 48 percent between $5 and $8. Their wages now average $6.63 per hour with 4 percent being under $3.65 per hour, and 43 percent between $5 and $8.

VOCATIONAL EXPERIENCE

VOCATIONAL PROGRAM PERCEPTIONS

Sixty-seven percent of the respondents felt that the program they completed helped them find a job and 71 percent felt they learned the technical skills required for entry into the job market. Sixty-one percent felt they learned the technical skills necessary to advance in the job and 63 percent felt the training helped them advance in their job. From 76 percent to 86 percent felt they learned how to get along with other workers, how to perform work accurately, as well as good work habits and to solve problems dealing with the job.

Working conditions, and the tools and techniques in their training were felt to be similar to the workplace by 64 percent to 76 percent of the students and 91 percent felt their teacher were up-to-date in knowledge and skills in their subject area.

If they were to start school again 84 percent would enroll in the same vocational program but 47 percent felt they would like to enroll in a different vocational area. Three percent considered dropping out of school during their training and of that group 66 percent stated that an instructor influenced them to stay in school. Ninety percent agreed they would recommend the training to others and 80 percent were satisfied with their career choice.

BASIC SKILLS

Sixty-five to seventy-four percent felt the program helped them in math, reading, writing, and speaking skills. Thirty-five percent felt it helped in computer skills required to do their job. Thirty-two percent disagreed that they were helped with computer skills for them to do their job.

EVALUATION OF VOCATIONAL EXPERIENCE

Thirty-nine percent felt the program helped them to earn a higher income than others who did not receive similar training and 35 percent disagreed that it helped them.

FEMALE RESPONDENTS

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

This survey was completed by 139 high school female vocational program graduates. The average age of the respondents was just under 22 years. Fifty-five percent have or are continuing their education. Eighty-one percent reside in North Dakota, 8 percent in Minnesota, and 11 percent in other states. They were employed in communities with less than 10,000 people in 27 percent of the cases, with 38 percent in communities with populations of 10,000 to 50,000, and 35 percent being employed in communities with populations over 50,000. The companies in which they are employed have 1-5 employees in 16 percent of the cases, 6-25 employees in 33 percent of the cases, 26-50 employees in 8 percent of the cases, 51-100 employees in 9 percent of the cases and over 100 employees in 33 percent of the cases.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

Forty-one percent felt their program trained them specifically for their first job and 62 percent felt the training helped them to maintain employment.

The high school females that responded were generally involved in health occupations and business and office education. Thirty-five percent of them being in the latter area and 15 percent in health occupations and 10 percent in combination programs and marketing education. Less then 10 percent were in any other program listed.

EMPLOYMENT

Their present jobs are related to their vocational field in 35 percent of the situations with 19 percent not related. Twenty percent were at their present job for 6 months or less and 77 percent are still at their present job. Forty-six percent are now employed full-time, 2 percent self-employed, and 10 percent unemployed and seeking employment. Seventy-six percent are presently employed in North Dakota, 11 percent in Minnesota, and 13 percent in other states.

Sixty-eight percent of the unemployed are currently enrolled in further education with 55 percent in 4-year college or university programs, with 29 percent on a full-time basis. Sixteen percent of these are in programs related to their vocational program.

WAGES

Their first job was related to their field of training in 42 percent of the cases. Twenty-three percent stayed with their first job for 6 months or less and 29 percent are still on their first job. The average hourly wage when they began was $4.03

with 8 percent less than $3.34 per hour, 41 percent made between $3.65 and $5 and 30 percent made between $5 and $8.

The average ending wage for their first job was $4.66 per hour with 25 percent being under $3.65 per hour, 41 percent between $5 and $8 and 4 percent above $8 per hour. The beginning wage at their present job averaged out to $4.40 per hour with 11 percent being under $3.34 per hour, with 38 percent between $5 and $8. Their wages now average $4.90 per hour with 9 percent being under $3.34 per hour, and 32 percent between $5 and $8.

VOCATIONAL EXPERIENCE

VOCATIONAL PROGRAM PERCEPTIONS

Sixty-six percent of the respondents felt that the program they completed helped them find a job and 69 percent felt they learned the technical skills required for entry into the job market. Fifty-four percent felt they learned the technical skills necessary to advance in the job and 45 percent felt the training helped them advance in their job. From 84 percent to 87 percent felt they learned how to get along with other workers, how to perform work accurately, as well as good work habits and to solve problems dealing with the job.

Working conditions, and the tools and techniques in their training were felt to be similar to the workplace by 57 percent to 67 percent of the students and 90 percent felt their teacher were up-to-date in knowledge and skills in their subject area.

If they were to start school again 81 percent would enroll in the same vocational program but 44 percent felt they would like to enroll in a different vocational area. Seven percent considered dropping out of school during their training and of that group 29 percent stated that an instructor influenced them to stay in school. Ninety-four percent agreed they would recommend the training to others and 78 percent were satisfied with their career choice.

BASIC SKILLS

Sixty-seven to seventy-eight percent felt the program helped them in math, reading, writing, and speaking skills. Forty-four percent felt it helped in computer skills required to do their job. Twenty-nine percent disagreed that they were helped with computer skills for them to do their job.

EVALUATION OF VOCATIONAL EXPERIENCE

Twenty-nine percent felt the program helped them to earn a higher income than others who did not receive similar training and 42 percent disagreed that it helped them.

SOME COMPARISONS

Sixty-three percent of the males felt the program they completed helped them to advance in their job and forty-five percent of the females felt it helped them to advance in their job. Eighty-one percent of the males and forty-four percent of the females felt their programs helped them become aware of career options in becoming self-employed.

Thirty-five percent of the females were involved in vocational programs in business and office education and 15 percent in health occupations. Forty-seven percent of the males were in trade and industrial programs and 21 percent in combination programs.

The beginning wage for their first job averaged $1.54 higher for the males, the ending wage for first jobs was $2.72 higher for males, the beginning wage of their present job averaged $1.32 higher for males and the ending wage of their present job was $1.73 higher for males.

Sixty-one percent of the males were presently employed full-time and 42 percent of the females were employed part-time.

PART II: VOCATIONAL CENTER PROGRAM GRADUATES

MALE RESPONDENTS

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

This is a summary for a Cove Survey of 43 Vocational Center Male program graduates. The average age of the male respondents was 23.59 years.

Sixty-five percent of the respondents are employed in companies with less than 25 employees but there are 22 percent who work for a company with more than 100 employees. The size of community in which the respondents are employed found 54 percent living in communities of 10,000 people or less while 29 percent lived in communities of 50,000 or more.

Four percent of the respondents attained a Bachelor of Arts/Science degree while 42 percent achieved an Associate of Arts/Science degree. Twenty-three percent of the respondents had some college but no degree and the remaining 31 percent had received a high school diploma.

Eighty-one percent of the respondents lived and were employed in North Dakota, 4 percent in South Dakota, 4 percent in Montana, and the remaining 11 percent in other states.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

When asked at what institution they had completed a vocational program, 56 percent checked high school, 100 percent checked area vocational center, and 22 percent checked a 2-year college.

Seventy-four percent of the respondents completed a vocational education program in the Trade and Industrial area, 4 percent in an agricultural area and 15 percent completed a combination of more than one program.

EMPLOYMENT

Respondents were asked to briefly describe their work history for the past three years giving information on their first job and their present job. Eighty-four percent got jobs that related or peripherally related to their education on their first job while 4 percent got jobs that were not related. Fifty-four percent of the respondents are presently still at this job and 19 percent stayed with their first job more than one year.

Fifty-seven percent of the respondents' present jobs related or peripherally related to their education while 7 percent were not related. Thirty-six percent had been at their present job six months or less while 64 percent are presently at the same job.

Sixty-seven percent of the respondents are employed full time, 19 percent are self employed, 7 percent are unemployed and seeking employment, and 8 percent are employed part time.

Of those who are unemployed, 100 percent are currently enrolled in further education. Twenty-seven percent are enrolled in a program related to his vocational program, 27 percent in a 4-year college or university, and 15 percent each in a 2-year college or university. There are 15 percent enrolled part-time and 15 percent enrolled full-time.

WAGES

The beginning average wage for their first job was $6.13/hr with 35 percent receiving between $5.00 and $7.99/hr. Eighteen percent received between $8.00 and $11.99/hr while 6 percent received more than $12.00/hr. The average ending wage had risen to $7.48/hr with the percentage of respondents receiving $12.00 or more per hour rising to 18 percent.

The average beginning wage for the respondents' present job was $5.60/hr with 13 percent of the respondents receiving from $2.75-$3.34 per hour. Sixty-two percent of the respondents received from $5.00-$7.99 per hour. The average ending wage for their present job was $6.31 per hour with 63 percent receiving between $5.00 and $7.99/hr. Thirteen percent received from $8.00-$11.99 per hour.

VOCATIONAL EXPERIENCES

A. VOCATIONAL PROGRAM PERCEPTIONS

Eighty-five percent of the respondents agreed or strongly agreed that the vocational program they were enrolled in helped them obtain a job and also helped them advance in their job while 4 percent disagreed. Ninety-seven percent agreed or strongly agreed that their vocational program helped them learn the technical skills required for entry into their job while 89 percent or more of the respondents agreed or strongly agreed that their program helped them learn how to perform their work more accurately, learn the technical skills necessary for job advancement, and how to solve problems encountered in their jobs. Sixty percent felt their training helped them earn a higher income than others who did not receive similar training.

When asked what they would do if they could begin school all over again, 74 percent agreed or strongly agreed that they would enroll in the same vocational program.

Eight percent of the male respondents stated that they had considered dropping out of school and of those, 75 percent agreed or strongly agreed that the vocational program and/or vocational instructor had played a significant part in influencing them to stay in school.

B. BASIC SKILLS

Seventy-one percent of the respondents agreed or strongly agreed that their overall educational program helped them learn the math skills necessary to do their job while forty-three percent agreed or strongly agreed that their overall educational program helped them learn computer skills. Reading, writing, and speaking skills fell in a range of 59 to 63 percent who agreed or strongly agreed that their overall educational program helped them learn in these areas.

C. EVALUATION OF VOCATIONAL EXPERIENCES

Ninety-seven percent of the respondents agreed or strongly agreed that their vocational instructors were up-to-date in the knowledge and skills of their subject areas. Ninety-three percent felt the tools and techniques that were used in the vocational program were similar to those used on their job while 75 percent agreed or strongly agreed that the working conditions in their classrooms, labs, and/or shops were similar to those found in the workplace. When asked if their vocational program had trained them specifically for their first job, 74 percent agreed or strongly agreed while 82 percent felt their vocational training had helped them maintain employment.

Eighty-nine percent agreed or strongly agreed that they would recommend vocational training to others while 85 percent stated that in relationship to their expectations, they were satisfied with their career choices.

FEMALE RESPONDENTS

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

This is a summary for a Cove Survey of 45 Vocational Center female program graduates. The average age of the female respondents was 23.71 years.

Thirty-five percent of the respondents are employed in a company with 25 employees or less while 46 percent work in companies that employ more than 50 employees. Thirty-three percent of the respondents live in a community of 10,000 or less while 38 percent live in communities of 50,000 or more.

Forty-three percent of the female respondents had some college education but no degree as their highest educational level while 21 percent had a high school diploma as their highest educational level. Twenty-five percent of the respondents had achieved an Associate of Arts/Science degree and 11 percent had achieved a Bachelor of Arts/Science degree as their highest educational level.

Seventy-eight percent of the respondents live and are employed in North Dakota, 7 percent each in Minnesota and Montana, and 8 percent in other states.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

When asked at what institution they had completed their vocational training, 46 percent checked high school, 100 percent checked area vocational center and 18 percent checked a 2-year college.

Fifty percent of the respondents completed a vocational program in business and office education, 18 percent in health occupations, 4 percent each in special education and marketing education, while 7 percent completed a combination of more than one program.

EMPLOYMENT

When asked to briefly describe their work history for their first job, 78 percent of the respondents said they had jobs that were related or peripherally related to their vocational field. Thirty-nine percent were still at this job and 29 percent had been with this job for more than one year. Fourteen percent had stayed six months or less.

Seventy-one percent of the female respondents presently had jobs that related or peripherally related to their vocational field and 79 percent were presently still at this job. Twenty-one percent had been at their present job less than one year.

Forty-six percent of the female respondents were presently employed full-time while 43 percent were employed part-time and 7 percent were self employed. Four percent were unemployed and seeking employment.

Of those who are unemployed, 25 percent are not actively seeking employment and 75 percent are currently enrolled in further education. Of those enrolled in further education, 50 percent are enrolled in a 4-year college or university and 50 percent are enrolled full-time.

WAGES

The beginning average wage for female respondents at their first job was $4.60 per hour with 31 percent receiving from $3.35 to $3.64 per hour. Thirty-five percent made from $3.65-$4.99 per hour and 31 percent of respondents made from $5.00-$7.99 per hour. Eleven percent made from $8.00 to $11.99 per hour and none of the respondents made more than $12.00 per hour. The ending average wage for female respondents' first job was $5.34 per hour with 38 percent receiving from $3.35-$$4.99 per hour and 42 percent receiving $5.00-$7.99 per hour. No respondents made more than $12.00 per hour.

The average beginning wage at their present job was $4.72 per hour with 50 percent receiving wages from $5.00 to $7.99 per hour. Twenty-five percent received from $3.35 to $3.64 per hour and another 25 percent received from $3.65 to $4.99 per hour. None received more than $7.99 per hour. The ending average wage at their present jobs had risen to $5.13 per hour but no one was making more than $7.99 per hour. Again, 50 percent were

receiving from $5.00 to $7.99 per hour while 33 percent received from $3.65 to $4.99 per hour. Seventeen percent made from $3.35-$3.64 per hour.

VOCATIONAL EXPERIENCES

VOCATIONAL PROGRAM PERCEPTIONS

Among female respondents, 82 percent agreed or strongly agreed that the vocational program they were enrolled in helped them obtain a job but only 56 percent agreed or strongly agreed that it helped them advance in their job. Seventy-eight percent agreed or strongly agreed that their vocational program helped them learn the technical skills required for entry into their job while 85 percent agreed or strongly agreed that their program did help them learn how to perform their work accurately. Thirty-eight percent believed that their program helped them earn a higher income than others who did not receive similar training and 37 percent believed their program helped them become aware of career options in becoming self-employed.

Seventy percent strongly agreed or agreed that if they could begin school all over again, they would enroll in the same vocational program. Thirty-two percent said they would enroll in a different vocational program and 13 percent said they would not enroll in any vocational program.

Eighty-nine percent of the respondents agreed or strongly agreed that they had never seriously considered dropping out of school and of the 11 percent who said they had considered dropping out of school, 40 percent agreed or strongly agreed that their vocational program and/or instructor played a significant role in keeping them in school.

BASIC SKILLS

Female respondents thought that among the skills learned in their overall educational program that helped them the most was on speaking skills, where 74 percent agreed or strongly agreed. Computer skills had the lowest rating with 56 percent agreeing or strongly agreeing while math skills, reading skills, and writing skills rated from 63 percent to 67 percent.

EVALUATION OF VOCATIONAL EXPERIENCES

Eighty-two percent of the female respondents agreed or strongly agreed that their vocational teachers were up to date in the knowledge and skills of their subject areas and 70 percent believed that the working conditions in their classrooms, labs, and/or shops were similar to those found in their workplace. Sixty-seven percent agreed or strongly agreed that their vocational program trained them specifically for their first job and also helped them maintain employment.

Eighty-five percent agreed or strongly agreed that they would recommend their vocational training to others while 75

percent were satisfied with their career choice in relationship with their expectations.

SOME CONSIDERATIONS

Males and females differed most on questions that dealt with salary or job advancement. Question 1i, which asked if their vocational program helped them earn a higher income than others who did not receive similar training, 60 percent of males agreed or strongly agreed while 38 percent of females agreed or strongly agreed. Males also agreed or strongly agreed more than females when asked if they thought their program helped them advance in their job by a margin of 85 percent to 56 percent.

PART III: COLLEGE VOCATIONAL PROGRAM GRADUATES

FEMALE RESPONDENTS

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

This portion of the survey for college vocational program graduates summarizes the responses of 83 females. The average age for the females was 24.61 years.

Fifteen percent were employed in a community of less than 2,500, 17 percent in a community of 2,501-10,000, 37 percent in a community of 10,001-50,000, 22 percent in a community of 50,001-100,000, and 9 percent in a community over 100,000.

Usually the female respondents presently worked and resided in the same state. However, there were slight discrepancies with 72 percent residing in North Dakota while 65 percent were employed there. Twelve percent worked, but only 9 percent lived in Minnesota, and 4 percent lived and worked in Montana. However, 19 percent were presently employed in another state than one previously mentioned above while 15 percent resided in a different state than listed above.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

Among those surveyed 48 percent had completed a vocational education program in business and office education, 26 percent in trade and industrial, 17 percent in health occupations, 2 percent in marketing education, and 2 percent in a combination of at least more than one area.

Eighty-one percent had received an Associate of Arts/Science degree, 6 percent a Bachelor of Arts/Science degree while 13 percent had some college, but no degree.

C. EMPLOYMENT

Sixty-four percent of the females were employed full-time, 25 percent were employed part-time while 4 percent were self-employed. Eight percent were unemployed and seeking employment.

Thirty-seven percent of the females were unemployed because there were too few openings in the field, and 37 percent were not seeking employment. Thirteen percent were currently enrolled in further education with 33 percent in a 4-year college. Thirty-three percent were going part-time, none were attending full-time, and 33 percent were in a program related to their vocational program.

Seventeen percent were employed in a company with 1-5 employees, 41 percent with 6-25 employees, and 30 percent in a company with over 100 employees.

When the females described their work history for the past three years, 69 percent indicated that their first job was related to their vocational field, 12 percent indicated that it

was peripherally related, and 10 percent were not related. On their first job 17 percent were there 6 months or less, 25 percent were there more than a year, and 42 percent were presently still at this job.

When the females described their present job, 56 percent indicated that it was related to their vocational field, 19 percent indicated that it was peripherally related while 15 percent were not related. On their present job 15 percent were there 6 months or less; 6 percent were there more than 6 months, but less than 1 year; none were there more than 1 year; and 78 percent were still presently at this job.

WAGES

The average beginning wage for females on their first job was $4.98 per hour. For their first job 4 percent were paid less than the minimum wage of $3.35 per hour. Thirty-eight percent were paid hourly wages between $5.00-$7.99, and none were paid $12.00 or more.

The average ending wage for females on their first job was $6.34 per hour. For their first job 2 percent received ending wages that were less than the minimum wage of $3.35 per hour. Twenty-six were paid hourly wages between $3.65-$4.99, 42 percent were paid hourly wages between $5.00-$7.99, 11 percent were paid between $8.00-$11.99, and 9 percent were paid $12.00 or more.

The average beginning wage for females on their present job was $5.78 per hour. For their present job 9 percent were paid less than the minimum wage of $3.35 per hour as a beginning wage. Fifty-four percent were paid hourly wages between $5.00-$7.99, and 5 percent were paid $12.00 or more.

The average ending wage for females on their present job was $6.21 per hour. For their present job 9 percent were paid less than the minimum wage of $3.35 per hour as an ending wage. Fifty-five percent received hourly wages between $5.00-$7.99 while 5 percent received $12.00 or more.

II. VOCATIONAL EXPERIENCE

VOCATIONAL PROGRAM PERCEPTIONS

Eighty-one percent of the respondents agreed or strongly agreed that the vocational program aided them in obtaining a job. About 55 percent of the females agreed or strongly agreed that the program helped them advance in their job, and 19 percent disagreed. While 64 percent thought the technical skills helped them advance in their job, 12 percent disagreed.

The survey yielded high, positive results (in a range of about 81 percent to 89 percent agreeing or strongly agreeing) concerning how the respondents felt about whether the vocational program helped them learn the technical skills required for entry into their job, learn to get along with the people in their job, learn to perform their work accurately, learn good work habits,

learn ways to solve the problems in their jobs, and become more aware of how their productivity helps their employer carry out his/her responsibilities. Fifty percent agreed that they became aware of career options for becoming self-employed while 27 percent disagreed. However, it was about evenly divided between the females who believed the program helped them earn a higher income than others who did not receive similar training, (44%), and those who did not believe this (41%).

BASIC SKILLS

Most of the female graduates agreed or strongly agreed (a range of about 68 percent to 79 percent) that their math, reading, writing, and speaking skills were improved with their overall educational program while 8 percent to 11 percent disagreed. However, 51 percent of the females thought the computer skills learned in their overall educational program helped them while 17 percent thought that they did not.

Most females believed that the tools and techniques used in the program (74 percent agreeing or strongly agreeing) and the working conditions found in their classrooms, labs and/or shops (56 percent agreeing to 30 percent disagreeing) were similar to those used in their job.

The females thought that their teachers were up-to-date in the knowledge and skills of their subject areas, 91 percent agreeing to 4 percent disagreeing.

Most agreed their vocational program trained them for their first job, 58 percent agreeing to 31 percent disagreeing; and helped them maintain employment, 77 percent agreeing to 17 percent disagreeing.

However, the females were almost equally divided whether their membership in a vocational student organization helped them learn the leadership or other skills needed in their job, 36 percent agreeing to 31 percent disagreeing.

EVALUATION OF VOCATIONAL EXPERIENCE

Very few females, 9 percent, ever seriously considered dropping out of school. On the other hand, 91 percent never did. Sixty-four percent indicated that they would enroll in the same vocational program, 47 percent would enroll in a different vocational program while 23 percent felt that they would not enroll in any vocational program. Forty-three percent believed that their vocational program and/or instructor played a significant part in influencing them to stay in school while 57 percent did not.

Eighty-seven percent strongly agreed or agreed and 13 percent disagreed that they would recommend their vocational training to others, and 79 percent were satisfied with their career expectations while 21 percent were not.

MALE RESPONDENTS

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

This portion of the survey for college vocational program graduates summarizes the responses of 102 males. The average age for the males was 25.02 years.

Eighteen percent were employed in a community of less than 2,500, 30 percent in a community of 2,501-10,000, 26 percent in a community of 10,001-50,000, 16 percent in a community of 50,001-100,000, and 10 percent in a community over 100,000.

Usually the male respondents presently worked and resided in the same state. However, there was a slight discrepancy with 66 percent residing in North Dakota while 64 percent were employed there. Thirteen percent both worked and lived in Minnesota, 8 percent lived and worked in South Dakota, and 2 percent lived and worked in Montana. However, 13 percent were presently employed in another state than one previously mentioned above while 11 percent resided in a different state than listed above.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

Among those surveyed 84 percent had completed a vocational education program in trade and industrial, 6 percent in agriculture, 2 percent in business and office education, and 5 percent in a combination of at least more than one area

Eighty-two percent had received an Associate of Arts/Science degree, 3 percent a Bachelor of Arts/Science degree while 15 percent had some college, but no degree.

EMPLOYMENT

Seventy-eight percent of the males were employed full-time, 7 percent were employed from 20 to 39 hours per week while 8 percent were self-employed. Eight percent were unemployed and seeking employment.

The major reason that they were unemployed was that they were currently enrolled in further education with 52 percent in a 4-year college. Ten percent were going part-time, 29 percent were attending full-time, and 10 percent were in a program related to their vocational program. Thirty percent claimed they were unemployed because there were too few openings in the field for which they prepared.

Nineteen percent were employed in a company with 1-5 employees, 23 percent with 6-25 employees, and 48 percent in a company with over 100 employees.

When the males described their work history for the past three years, 85 percent indicated their first job was related to their vocational field, 10 percent indicated that it was peripherally related, and 2 percent were not related. On their first job 16 percent were there 6 months or less, 24 percent were

there more than a year, and 53 percent were presently still at this job.

When the males described their present job, 50 percent indicated that it was related to their vocational field, 25 percent indicated that it was peripherally related while 11 percent felt it was not related. On their present job 14 percent were there 6 months or less; 3 percent were there more than 6 months, but less than 1 year; 4 percent were there more than 1 year; and 79 percent were presently at this job.

WAGES

The average beginning wage for males on their first job was $6.77 per hour. For their first job 2 percent were paid less than the minimum wage of $3.35 per hour. Forty-six percent were paid hourly wages between $5.00-$7.99, and 7 percent were paid $12.00 or more.

The average ending wage for males on their first job was $9.32 per hour. For their first job no ending wages were less than the minimum wage of $3.35 per hour. Fifteen percent were paid hourly wages between $3.65-$4.99, 24 percent were paid hourly wages between $5.00-$7.99, 30 percent were paid between $8.00-$11.99, and 30 percent were paid $12.00 or more.

The average beginning wage for males on their present job was $6.82 per hour. For their present job 8 percent were paid less than the minimum wage of $3.35 per hour as a beginning wage. Forty-two percent were paid hourly wages between $5.00-$7.99, and 12 percent were paid $12.00 or more.

The average ending wage for males on their present job was $7.43 per hour. For their present job none were paid less than the minimum wage of $3.35 per hour as an ending wage. Forty percent received hourly wages between $5.00-$7.99 while 12 percent received $12.00 or more.

II. VOCATIONAL EXPERIENCE

VOCATIONAL PROGRAM PERCEPTIONS

Eighty-eight percent of the respondents agreed or strongly agreed that the vocational program aided them in obtaining a job while 7 percent disagreed. About 72 percent of the males agreed or strongly agreed that the program helped them advance in their job, and 18 percent disagreed. While 73 percent thought the technical skills helped them advance in their job, 20 percent disagreed.

The survey yielded high, positive results (in a range of about 62 percent to 90 percent agreeing or strongly agreeing) concerning how the respondents felt about whether the vocational program helped them learn the technical skills required for entry into their job, learn to get along with the people in their job, learn to perform their work accurately, learn good work habits, learn ways to solve the problems in their jobs, and become more

aware of how their productivity helps their employer carry out his/her responsibilities. Sixty-two percent agreed that they became aware of career options for becoming self-employed while 28 percent disagreed. However, it was about evenly divided between the males who believed the program helped them earn a higher income than others who did not receive similar training, (48%), and those who did not believe this (44%).

BASIC SKILLS

Most of the male graduates agreed or strongly agreed (a range of about 52 percent to 75 percent) that their math, reading, writing, and speaking skills were improved with their overall educational program while 17 percent to 34 percent disagreed. However, 23 percent of the males thought the computer skills learned in their overall educational program helped them while 46 percent thought that they did not.

Most males believed that the tools and techniques used in the program (94 percent agreeing or strongly agreeing) and the working conditions found in their classrooms, labs and/or shops (69 percent agreeing) were similar to those used in their job.

The males thought that their teachers were up-to-date in the knowledge and skills of their subject areas, 89 percent agreeing to 11 percent disagreeing.

Most agreed their vocational program trained them for their first job, 55 percent agreeing to 40 percent disagreeing; and helped them maintain employment, 69 percent agreeing to 19 percent disagreeing.

However, the males were almost equally divided whether their membership in a vocational student organization helped them learn the leadership or other skills needed in their job, 44 percent agreeing to 31 percent disagreeing.

EVALUATION OF VOCATIONAL EXPERIENCE

Very few males, 5 percent, ever seriously considered dropping out of school. On the other hand, 95 percent never did. Sixty-five percent indicated that they would enroll in the same vocational program, 39 percent in a different program while 16 percent felt that they would not enroll in any vocational program. No males believed that their vocational program and/or instructor played a significant part in influencing them to stay in school.

Ninety-two percent agreed or strongly agreed and 8 percent disagreed that they would recommend their vocational training to others, and 75 percent were satisfied with their career expectations while 21 percent were not.

SOME COMPARISONS

One of the most significant differences between male and female college vocational graduates was in their wages. Females

received lower beginning and ending wages than males in their first job and in their present job. However, the wage difference between the sexes was greater in their first job than in their present job.

More men were enrolled in further education than women, 70 percent to 13 percent; and more men were enrolled full-time, 29 percent to 0 percent. In addition, more men were currently enrolled in a 4-year college, (52%), than women, (33%). However, more women were currently enrolled in a program related to their vocational program, (33%), than men (10%).

Of those unemployed, women were more unwilling to move to an area where jobs are located, 13 percent, while no men were unwilling to move. Thirty-seven percent of the women unemployed were not actively seeking employment while all the men were.

There was a difference in the vocational education program completed with most males in trade and industrial, (84%); and the women divided among business and office education, (48%), trade and industrial, (26%), and health occupations, (17%).

PART IV: HIGH SCHOOL (ONLY) VOCATIONAL PROGRAM GRADUATES

FEMALE RESPONDENTS

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

The results for the female high school (only) vocational program graduates will be summarized now. The average age for the females was 21.55 years.

Twenty-five percent were employed in a community of less than 2,500, 33 percent in a community of 2,501-10,000, 17 percent in a community of 10,001-50,000, 25 percent in a community of 50,001-100,000, and none were employed in a community over 100,000.

Usually the female respondents presently worked and resided in the same state. However, there were slight discrepancies with 89 percent residing in North Dakota while 88 percent were employed there. Five percent resided in Montana while 6 percent were employed there. Six percent resided and worked in a state other than North Dakota, Minnesota, South Dakota and Montana.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

Among the females surveyed 30 percent had completed a vocational education program in business and office education, 10 percent in marketing education, and 10 percent in a combination of at least more than one area.

All of the females surveyed had received a high school diploma, but no other degrees.

EMPLOYMENT

Thirty-seven percent of the females were employed full-time, 53 percent were employed part-time, 5 percent were self-employed, and 5 percent were unemployed and seeking employment.

The major reason that the females were unemployed was that they were currently enrolled in further education (50%). One hundred percent of those in further education were enrolled in a 4-year college or university.

Nineteen percent were employed in a company with 1-5 employees, 31 percent in a company with 6-25 employees, and 13 percent in a company with over 100 employees.

When the females described their work history for the past three years, 40 percent of the respondents' first jobs were related to their vocational field, 10 percent were peripherally related, and 15 percent were not related. On their first job 20 percent were there 6 months or less, 40 percent were there more than 1 year, and 25 percent were presently at their first job.

When the females described their present job, 8 percent of the respondents present jobs were related to their vocational field, 33 percent were peripherally related while 25 percent were

not related. On their present job 21 percent were there 6 months or less, and 79 percent were presently at this job.

WAGES

The average beginning wage for females on their first job was $4.03 per hour. For their first job 25 percent were paid less than the minimum wage of #3.35 per hour. Thirty-five percent were paid hourly wages between $3.35-$3.64, 35 percent were paid hourly wages between $3.65-$4.99, and none were paid $12.00 or more.

The average ending wage for females on their first job was $4.66 per hour. For their first job 25 percent were paid less than the minimum wage of $3.35 per hour. Thirty percent were paid hourly wages between $3.65-$4.99, 35 percent were paid hourly wages between $5.00-$7.99, and none were paid more than $12.00 per hour.

The average beginning wage for females on their present job was $4.40 per hour. For their present job 31 percent were paid less than the minimum wage of #3.35 per hour as a beginning wage. Thirty-one percent were paid hourly wages between $5.00-$7.99, and none were paid $12.00 or more.

The average ending wage for females on their present job was $4.90 per hour. For their present job 33 percent were paid less than the minimum wage of $3.35 per hour as an ending wage. Thirty-three percent were paid hourly wages between $3.65-$4.99 while none received $12.00 or more.

II. VOCATIONAL EXPERIENCE

VOCATIONAL PROGRAM PERCEPTIONS

Eighty-four percent of the respondents agreed or strongly agreed that the vocational program aided them in obtaining a job while 5 percent disagreed. Sixty-eight percent of the females agreed or strongly agreed that the program helped them advance in their job, and 5 percent disagreed. While 63 percent thought the technical skills helped them advance in their job, 11 percent disagreed.

The survey yielded high, positive results (in a range of about 79 percent to 90 percent agreeing or strongly agreeing) concerning how the respondents felt about whether the vocational program helped them learn the technical skills required for entry into their job, learn to get along with the people in their job, learn to perform their work accurately, learn good work habits, learn ways to solve the problems in their jobs, and become more aware of how their productivity helps their employer carry out his/her responsibilities.

Fifty-three percent agreed that they became aware of career options for becoming self-employed while 26 percent disagreed. However, 52 percent of the females believed the program helped

them earn a higher income than others who did not receive similar training while 37 percent did not believe this.

BASIC SKILLS

Most of the female high school graduates agreed or strongly agreed (a range of about 68 percent to 84 percent) that their math, reading, writing, and speaking skills were improved with their overall educational program while 5 percent to 16 percent disagreed. However, 52 percent of the females thought the computer skills learned in their overall educational program helped them on their job while 32 percent thought that they did not.

Most females believed that the tools and techniques used in the program (79 percent agreeing or strongly agreeing) and the working conditions found in their classrooms, labs and/or shops (63 percent agreeing) were similar to those used in their job.

The females thought that their teachers were up-to-date in the knowledge and skills of their subject areas, 95 percent agreeing with none disagreeing. Also, the females felt that their membership in a vocational student organization helped them learn the leadership or other skills needed in their job, 74 percent agreeing to 16 percent disagreeing.

EVALUATION OF VOCATIONAL EXPERIENCE

Very few females, 10 percent, ever seriously considered dropping out of school. Seventy-nine percent indicated that they would enroll in the same vocational program, 42 percent in a different vocational program while 6 percent felt that they would not enroll in any vocational program.

Fourteen percent believed that their vocational program and/or instructor played a significant part in influencing them to stay in school.

Ninety-five percent agreed while none disagreed that they would recommend their vocational training to others, and 70 percent were satisfied with their career expectations while 30 percent were not.

MALE RESPONDENTS

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

The results for the male high school (only) vocational program graduates will be summarized now. The average age for the males was 21.72 years.

Twenty-five percent were employed in a community of less than 2,500, 15 percent in a community of 2,501-10,000, 25 percent in a community of 10,001-50,000, 20 percent in a community of 50,001-100,000, and 15 percent in a community over 100,000.

Ninety-two percent resided and were employed in North Dakota. Eight percent resided and worked in a state other than North Dakota, Minnesota, South Dakota and Montana.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

Among the males surveyed 40 percent had completed a vocational education program in trade and industrial, 12 percent in agriculture, and 36 percent in a combination of at least more than one area.

All of the males surveyed had received a high school diploma, but no other degrees.

EMPLOYMENT

Fifty-eight percent of the males were employed full-time, none were employed part-time, 38 percent were self-employed, and 4 percent were unemployed and seeking employment.

Forty percent were employed in a company with 1-5 employees, 20 percent in a company with 6-25 employees, and 25 percent in a company with over 100 employees.

When the males described their work history for the past three years, 54 percent indicated their first job was related to their vocational field, 25 percent thought it was peripherally related, and 8 percent felt it was not related. On their first job 19 percent were there 6 months or less, 23 percent were there more than 1 year, and 50 percent were presently at their first job.

When the males described their present job, 33 percent indicated that it was related to their vocational field, 33 percent thought it was peripherally related while 8 percent felt it was not related. On their present job 23 percent were there 6 months or less, and 77 percent were presently at this job.

WAGES

The average beginning wage for males on their first job was $5.57 per hour. For their first job 32 percent were paid less than the minimum wage of #3.35 per hour. Twenty percent were paid hourly wages between $3.35-$3.64, 24 percent were paid hourly wages between $3.65-$4.99, and 4 percent were paid $12.00 or more.

The average ending wage for males on their first job was $7.38 per hour. For their first job 32 percent were paid less than the minimum wage of $3.35 per hour. Twenty-eight percent were paid hourly wages between $5.00-$7.99, and 4 percent were paid more than $12.00 per hour.

The average beginning wage for males on their present job was $5.72 per hour. For their present job 38 percent were paid less than the minimum wage of $3.35 per hour as a beginning wage. Thirty-one percent were paid hourly wages between $5.00-$7.99, and 8 percent were paid $12.00 or more.

The average ending wage for males on their present job was $6.63 per hour. For their present job 38 percent were paid less

than the minimum wage of $3.35 per hour as an ending wage. Thirty-one percent were paid hourly wages between $5.00-$7.99 while 8 percent received $12.00 or more.

II. VOCATIONAL EXPERIENCE

VOCATIONAL PROGRAM PERCEPTIONS

Fifty-nine percent of the respondents agreed or strongly agreed that the vocational program aided them in obtaining a job while 16 percent disagreed. Sixty-one percent of the males agreed or strongly agreed that the program helped them advance in their job, and 27 percent disagreed. While 62 percent thought the technical skills helped them advance in their job, 23 percent disagreed.

The survey yielded high, positive results (in a range of about 70 percent to 81 percent agreeing or strongly agreeing) concerning how the respondents felt about whether the vocational program helped them learn the technical skills required for entry into their job, learn to get along with the people in their job, learn to perform their work accurately, learn good work habits, learn ways to solve the problems in their jobs, and become more aware of how their productivity helps their employer carry out his/her responsibilities.

Eighty-four percent agreed that they became aware of career options for becoming self-employed while 12 percent disagreed. However, 46 percent of the males believed the program helped them earn a higher income than others who did not receive similar training while 21 percent did not believe this.

BASIC SKILLS

Most of the male high school graduates agreed or strongly agreed (a range of about 69 percent to 81 percent) that their math, reading, writing, and speaking skills were improved with their overall educational program while 12 percent to 27 percent disagreed. However, 31 percent of the males thought the computer skills learned in their overall educational program helped them on their job while 27 percent thought that they did not.

Most males believed that the tools and techniques used in the program (81 percent agreeing or strongly agreeing) and the working conditions found in their classrooms, labs and/or shops (62 percent agreeing) were similar to those used in their job.

The males thought that their teachers were up-to-date in the knowledge and skills of their subject areas, 85 percent agreeing to 12 percent disagreeing. Also, the males felt that their membership in a vocational student organization helped them learn the leadership or other skills needed in their job, 77 percent agreeing to 12 percent disagreeing.

OVERALL EVALUATION OF VOCATIONAL EXPERIENCE

Very few males, 8 percent, ever seriously considered dropping out of school. Seventy-nine percent indicated that they would enroll in the same vocational program, 54 percent in a different vocational program while 4 percent felt that they would not enroll in any vocational program.

Thirty-four percent believed that their vocational program and/or instructor played a significant part in influencing them to stay in school.

Eighty-nine percent agreed while 8 percent disagreed that they would recommend their vocational training to others, and 73 percent were satisfied with their career expectations while 23 percent were not.

III. SOME COMPARISONS

One of the most striking differences between male and female high school (only) vocational program graduates was in their wages. Females received lower beginning and ending wages than males in their first job and in their present job.

More men (58%) were employed full-time than women (37%), and more men (38%) were self-employed than women (5%). However, 53 percent of the women were employed part-time while none of the men were employed part-time.

There was a difference in the vocational education program completed with more males in trade and industrial (40%), and more of the women in business and office education (30%)

More of the men (33%) indicated that their present job was related to their vocational field than women (8%) did.

PART V

SUMMARY OF THE COVE SURVEY OF FEMALE VOCATIONAL PROGRAM GRADUATES

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

The average age of the high school respondents was 21.76 years, the vocational college respondents average age was 23.71, and the college respondents average age was 24.61. Eighty-one percent of the high school respondents reside in North Dakota, 78 percent of the vocational college, and 72 percent of the college respondents. Minnesota is the residence of 8 percent of the high school respondents, 7 percent of the vocational, and 9 percent of the college respondents. Eleven percent of the high school respondents reside in other states with 15 percent of the vocational college and 19 percent of the college respondents residing in other states.

Thirty-three percent of the high school graduates worked in companies with 6-25 employees, 31 percent of the vocational college graduates worked in the same size company as well as 41 percent of the college graduates. Four percent of the vocational college graduates worked in companies with 1-5 employees, 8 percent of the high school graduates worked in companies with 26-50 employees and 4 percent of the college graduates worked in companies with 51-100 employees.

The largest percent of high school and college graduates worked in communities of 10,000-50,000 people with 38 percent of the high school and 37 percent of the college graduates. Thirty-eight percent of the vocational college graduates work in communities of 50,000-100,000 people.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

The respondents in all three groups were involved in business and office education programs more than any other program with 35 percent of the high school, 50 percent of the vocational college and 48 percent of the college graduates being in these programs. Other programs involved more than 10 percent of the time were health occupations for all three groups, marketing education and combinations for high school, trade and industrial programs for vocational college and college graduates.

EMPLOYMENT

Forty-six percent of the high school and vocational college graduates, and 64 percent of the college graduates were employed full-time. Forty-two percent of the high school and forty-three percent of the vocational college graduates as well as 25 percent of the college graduates are employed part-time. Ten percent of the high school, 4 percent of the vocational college and 8

percent of the college graduates are unemployed and seeking employment.

Of those employed 76 percent of the high school, 78 percent of the vocational college and 65 percent of the college graduates are employed in North Dakota. Twenty-three percent of the college graduates are employed in states other than North Dakota and Minnesota.

Of the unemployed, 12 percent of the high school graduates feel they need more education for the job they want, and 37 percent of the college graduates stated there are too few openings in the field which they were prepared in. Sixty-eight percent of the high school graduates, that are not employed, are enrolled in further education as well as 75 percent of the vocational college graduates. Fifty-five percent of the high school and 50 percent of the vocational college graduates are enrolled in a 4-year college program.

Forty-two percent of the high school graduates first jobs were related to the field they were trained in. Seventy-one percent of the vocational college graduates got their first job in a related field and 69 percent of the college graduates. Twenty-nine percent of the high school graduates, 39 percent of the vocational college graduates, and 42 percent of the college graduates are presently at their first job. Thirty-five percent of the high school, 29 percent of the vocational college and 56 percent of the college graduates are presently working at a job related to their vocational field. Seventy-seven percent of the high school, 79 percent of the vocational college, and 78 percent of the college graduates are presently at a job that they have been with for over a year.

WAGES

The average beginning wage for high school graduates was $4.03 per hour, for vocational college graduates it was $4.60 per hour, and for college graduates it was $4.98 per hour. The largest percent of high school graduates were in the $3.35-$3.64 per hour range with 41 percent in that wage range. Thirty-five percent of the vocational college graduates were in the $3.65-$4.99 wage range and 38 percent of the college graduates were in the $5.00-$7.99 wage range. The average wages when each group finished their first job was $4.66 per hour for high school, $5.34 per hour for vocational college and $6.34 per hour for college graduates.

The beginning wages at their present job averaged $4.40 per hour for high school graduates, $4.72 per hour for vocational college and $5.78 per hour for college graduates. All three groups, with 38 percent of the high school, 50 percent of the vocational and 54 percent of the college graduates, had the largest percent in the $5.00 to $7.99 per hour wage range. The average wages at their present jobs are $4.90 per hour for high school, $5.13 per hour for vocational, and $6.21 per hour for college graduates. The largest wage range is the $5.00-$7.99 per

hour range with 32 percent of the high school, 50 percent of the vocational college and 55 percent of the college graduates being in that wage area

VOCATIONAL EXPERIENCE

VOCATIONAL PROGRAM PERCEPTIONS

Sixty-six percent of the high school respondents felt their programs helped them learn how to solve problems on the job, 84 percent felt they learned work habits and 87 percent felt they learned how to perform their work accurately. Sixty-seven percent of the vocational college respondents felt their programs helped them learn how to solve problems on the job, 76 percent felt they learned work habits, and 85 percent felt they learned how to perform their work accurately. Eighty-one percent of the college respondents felt their programs helped them learn to solve problems on the job, 89 percent felt they learned work habits, and 88 percent felt they learned how to perform their work accurately.

Seventy percent of the vocational college graduates felt working conditions in the classrooms, labs, and/or shops were similar to those found in the workplace. Fifty-seven percent of the high school and 56 percent of the college respondents agreed. Eighty-two percent of the vocational college respondents felt the tools and techniques that they used in their vocational program were similar to those used in their job, 67 percent of the high school and 74 percent of the college respondents felt that way. Fifty-eight percent of the college respondents felt their program trained them specifically for their first job with 67 percent of the vocational college and 41 percent of the high school respondents feeling that way. Ninety-one percent of the college respondents felt their instructors were up-to-date in the knowledge and skills of their subject area with 82 percent of the vocational and 90 percent of the high school respondents feeling this way about their instructors.

Eighty-one percent of the high school respondents felt they would enroll in the same vocational program and 70 percent of the vocational college and 64 percent of the college respondents feeling they would enroll in the same program as well. Seven percent of the high school respondents seriously considered dropping out of school, 11 percent of the vocational students and 9 percent of the college students considered this as well. Ninety-four percent of the high school, 85 percent of the vocational college, and 87 percent of the college respondents would recommend their training to others.

BASIC SKILLS

Sixty-seven to seventy-eight percent of the high school respondents felt their program helped them with their math, reading, writing, and speaking skills. Sixty-three to

seventy-four percent of the vocational college respondents felt they were helped in these skills and 68 to 79 percent of the college respondents felt they were helped. Forty-four percent of the high school, 56 percent of the vocational college, and 51 percent of the college graduates felt the programs helped them learn the computer skills required for their job.

EVALUATION OF EXPERIENCE

Sixty-six percent of the high school graduates, 82 percent of the vocational college, and 81 percent of the college graduates felt the program they completed helped them obtain a job. Fifty-four percent of the high school, 52 percent of the vocational college, and 64 percent of the college graduates felt they learned the technical skills to advance in their job. Twenty-nine percent of the high school, 38 percent of the vocational college, and 44 percent of the college graduates felt their programs helped them earn a higher income than others who did not receive similar training. Sixty-two percent of the high school, 67 percent of the vocational college and 77 percent of the college graduates felt the training helped them maintain employment.

Forty-four percent of the high school, 37 percent of the vocational college, and 50 percent of the college graduates felt that their training helped them become aware of career options in becoming self-employed. Two percent of the high school, 7 percent of the vocational college, and 4 percent of the college graduates were self-employed.

COVE SURVEY SUMMARY OF
MALE VOCATIONAL PROGRAM GRADUATES

DESCRIPTIVE INFORMATION

DEMOGRAPHIC INFORMATION

The average age of the high school respondents was 22.92 years, the vocational respondents 23.59 years, and the college respondents 25.02 years.

The majority of vocational respondents worked in a company that employed between 1 and 5 employees while the majority of high school and college respondents worked for companies that employed more than 100 employees.

The size of community in which the respondents were employed varied somewhat among high school respondents with 28 percent employed in cities of 10,001-50,000 people while the highest percentage of vocational and college respondents were employed in cities with a population between 2,501-10,000.

No respondents had less than a high school education while the largest percentage of the respondents had attained an Associate of Arts/Science degree. This was particularly high among the college respondents at 82 percent.

The majority of respondents surveyed were both employed and residents of North Dakota.

AREAS STUDIED AND EDUCATIONAL EXPERIENCE

The trade and industrial programs had the most students from all three groups who completed a program although 21 percent of the high school respondents and 15 percent of the vocational respondents did report that they had completed a combination of more than one program.

EMPLOYMENT

A majority of respondents in all three groups responded that they had received jobs that were related to their field on their first job and about half of all respondents in each group were still at this job.

When asked if their present job related to their vocational field, a majority of respondents in all three groups responded that their job either related or peripherally related. The majority of the respondents in all three groups were still presently at this job although those that were not still with their present job tended to stay 6 months or less.

A majority of respondents in all three groups were employed full-time with a small percentage working part-time and a small percentage unemployed. Of those who were unemployed, being enrolled in further education was the major reason in all three groups. College respondents also listed that there were too few

openings in the field for which they were prepared 30 percent of the time as a reason for being unemployed.

WAGES

The beginning average wage of their first job for the high school respondents was $5.57 per hour while the beginning average wage for vocational respondents was $6.13 per hour and $6.77 per hour for college respondents. Two percent of high school respondents and 2 percent of college respondents were making between $1.44-$3.34 per hour as a beginning wage on their first job. The greatest percentage of all three groups were making between $5.00-$7.99 per hour as a beginning wage on their first job. The average ending wage on their first job had risen to $7.38 per hour for high school respondents, $7.48 per hour for vocational respondents, and $9.32 per hour for college respondents. All respondents were making more than $3.34 per hour on the ending wage with the highest percentage of high school and vocational respondents still making between $5.00-$7.99 per hour while the greatest percentage of college respondents were making $8.00 or more per hour.

The beginning average wage for the respondents' present job was $5.72 per hour for high school respondents, $5.60 per hour for vocational respondents, and $6.82 per hour for college respondents. Thirteen percent of vocational respondents, 9 percent of high school respondents, and 8 percent of college respondents were making between $2.75-$3.34 per hour. The largest percentage of respondents in all three groups were making between $5.00-$7.99 per hour as a beginning wage at their present job. The average ending wage had risen to $6.63 per hour for high school respondents, $6.31 for vocational respondents, and $7.43 per hour for college respondents. The largest percentage of respondents in all three groups again were making between $5.00-$7.99 per hour.

VOCATIONAL EXPERIENCES

VOCATIONAL PROGRAM PERCEPTIONS

A majority of respondents generally agreed or strongly agreed that their vocational program that they completed helped them to obtain a job and advance in their jobs, learn the technical skills necessary to obtain a job and advance in their jobs and how to solve problems that they deal with in their jobs. Their was a higher percentage of respondents, especially among college respondents, who disagreed or strongly disagreed that their program helped them earn a higher income than others who did not receive similar training.

When asked what they would do if they could begin school all over again, a greater majority of high school respondents agreed or strongly agreed that they would enroll in the same vocational program than did vocational and college respondents.

A very large percentage of all three groups indicated that they had never seriously considered dropping out of school and of those who did, the high school and vocational respondents indicated that their vocational program and/or instructor played a significant part in influencing them to stay in school.

BASIC SKILLS

A majority of all three groups generally agreed or strongly agreed that their overall educational program helped them learn math skills, reading skills, writing skills, and speaking skills. A lower percentage of all three groups agreed or strongly agreed that their computer skills had been helped.

EVALUATION OF VOCATIONAL EXPERIENCES

Among all three groups of respondents, they tended to agree or strongly agree that the working conditions and tools and techniques that were used in their classrooms, labs, and/or shops were similar to those found in the workplace. All three groups also tended to agree or strongly agree that their vocational teachers were up-to-date in the knowledge and skills of their subject areas.

APPENDIX A

ANALYSIS OF THE COVE SURVEY
OF HIGH SCHOOL VOCATIONAL PROGRAM GRADUATES

PART I

1. The vocational program I completed helped me:

			PERCENTAGE				
			SA	AG	DI	SD	NA
a.	obtain a job.	HSM	37	30	9	1	22
		HSF	28	38	8	1	24
b.	advance in my job.	HSM	22	41	14	1	21
		HSF	13	32	13	3	39
c.	learn the technical skills required for entry into my job.	HSM	41	30	11	3	16
		HSF	32	37	10	2	18
d.	learn the technical skills necessary to advance in my job.	HSM	28	33	14	1	24
		HSF	15	39	14	2	30
e.	learn how to get along with the people I work with on my job.	HSM	17	59	13	4	7
		HSF	29	57	3	1	9
f.	learn how to perform my work accurately.	HSM	28	58	7	1	7
		HSF	39	48	3	9	0
g.	learn work habits (being on time, not being absent, etc.).	HSM	24	57	11	4	5
		HSF	40	44	6	1	9
h.	learn how to solve the problems I deal with on my job.	HSM	33	46	11	1	9
		HSF	18	48	15	1	17
i.	earn a higher income than others who did not receive similar training.	HSM	17	22	22	13	25
		HSF	11	18	39	3	28
j.	become more aware of how my productivity helps my employer carry out his/her responsibilities.	HSM	24	53	7	4	13
		HSF	13	57	11	18	0
k.	become aware of career options in becoming self-employed.	HSM	28	53	8	5	7
		HSF	8	36	23	2	31

2. My overall educational program helped me learn:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. the math skills required for me to do my job.	HSM	25	49	14	3	9
	HSF	18	49	9	2	21
b. the reading skills required for me to do my job.	HSM	20	45	22	3	11
	HSF	25	49	9	1	15
c. the writing skills required for me to do my job.	HSM	21	46	22	3	8
	HSF	23	49	10	1	16
d. the speaking skills required for me to do my job.	HSM	20	53	16	3	9
	HSF	22	56	9	2	10
e. the computer skills required for me to do my job.	HSM	9	26	14	18	32
	HSF	13	31	23	6	28
3. Working conditions in my classrooms, labs, and/or shops were similar to those found in my workplace.	HSM	17	47	13	7	16
	HSF	16	41	21	3	18
4. The tools and techniques that I used in my vocational program were similar to those I use in my job.	HSM	21	55	7	4	13
	HSF	20	47	14	2	17
5. My vocational teachers were up-to-date in the knowledge and skills of their subject areas.	HSM	41	50	4	3	3
	HSF	37	53	2	8	0
6. My vocational program trained me specifically for my first job.	HSM	25	24	20	11	21
	HSF	8	33	31	6	22
7. My vocational training has helped me to maintain employment.	HSM	20	45	5	4	26
	HSF	17	45	15	2	21
8. Membership in a vocational student organization helped me learn the leadership or other skills I use in my job.	HSM	28	35	16	5	16
	HSF	16	43	15	3	23

9. If I could begin school all over again, I would:

			PERCENTAGE			
		SA	AG	DI	SD	NA
a. enroll in the same vocational program.	HSM	53	31	7	8	1
	HSF	44	37	14	3	1
b. enroll in a different vocational program.	HSM	16	31	30	13	11
	HSF	14	30	34	13	9
c. not enroll in any vocational program.	HSM	0	5	17	67	11
	HSF	0	6	31	45	17

10. At anytime during your school experience, did you ever seriously consider dropping out of school?

Yes	HSM	3%
	HSF	7%
No	HSM	97%
	HSF	93%

		PERCENTAGE			
		SA	AG	DI	SD
If "yes": my vocational program and/or vocational instructor played a significant part in influencing me to stay in school.	HSM	33	33	17	17
	HSF	0	29	43	29

11. I would recommend my vocational training to others.	HSM	58	32	7	1	3
	HSF	63	31	5	1	0
12. In relationship to my expectations, I am satisfied with my career choice.	HSM	39	41	11	1	8
	HSF	44	34	14	3	5

PART II

1. At what institution did you complete a vocational program?

high school	HSM	100%
	HSF	100%
area vocational center	HSM	19%
	HSF	15%
2-year college	HSM	33%
	HSF	21%

2. Vocational education program(s) completed.

1. Agriculture	HSM	11%
	HSF	1%
2. Marketing Education	HSM	0%
	HSF	10%
3. Health Occupations	HSM	3%
	HSF	15%
4. Home Economics	HSM	0%
	HSF	3%
5. Business and Office Education	HSM	6%
	HSF	35%
6. Industrial Arts	HSM	1%
	HSF	0%
7. Trade and Industrial	HSM	47%
	HSF	6%
8. Special	HSM	0%
	HSF	6%
9. Combination (more than one)	HSM	21%
	HSF	10%

3. Please describe briefly your work history for the past three years.

3a. First job

Related to field	HSM	54%
	HSF	42%
Peripherally related	HSM	15%
	HSF	20%
Not related	HSM	7%
	HSF	20%
Not applicable	HSM	24%
	HSF	18%

3b First Job -- Time on this job

6 months or less	HSM	29%
	HSF	23%
More than 6 less than 1 year	HSM	4%
	HSF	13%
More than 1 year	HSM	20%
	HSF	35%
Presently still at this job	HSM	47%
	HSF	29%

3c. First Job -- Beginning wage

Average HSM = $5.57 per hour
HSF = $4.03 per hour

$1.44-$3.34	HSM =	2%
	HSF =	8%
$3.35-$3.64	HSM =	20%
	HSF =	41%
$3.65-$4.99	HSM =	28%
	HSF =	36%
$5.00-$7.99	HSM =	31%
	HSF =	12%
$8.00-$11.99	HSM =	13%
	HSF =	3%
$12.00 or more	HSM =	6%
	HSF =	0%

3d. First Job -- Ending wage

Average HSM = $7.38 per hour
HSF = $4.66 per hour

$1.44-$3.34	HSM =	0%
	HSF =	8%
$3.35-$3.64	HSM =	2%
	HSF =	17%
$3.65-$4.99	HSM =	22%
	HSF =	41%
$5.00-$7.99	HSM =	39%
	HSF =	30%
$8.00-$11.99	HSM =	22%
	HSF =	4%
$12.00 or more	HSM =	15%
	HSF =	0%

3a. Present job related to vocational field

Related to field	HSM	56%
	HSF	41%
Peripheral related	HSM	14%
	HSF	23%
Not related	HSM	8%
	HSF	19%
Not applicable	HSM	23%
	HSF	17%

3b Present Job -- Time on this job

6 Months or less	HSM	3%
	HSF	4%
More than 6 less than 1 year	HSM	0%
	HSF	1%
More than 1 year	HSM	1%
	HSF	1%
Presently at this job	HSM	80%
	HSF	86%

3c. Present Job -- Beginning wage

Average HSM = $6.15 per hour
HSF = $4.07 per hour

$2.75-$3.34	HSM =	6%
	HSF =	10%
$3.35-$3.64	HSM =	14%
	HSF =	22%
$3.65-$4.99	HSM =	14%
	HSF =	32%
$5.00-$7.99	HSM =	42%
	HSF =	34%
$8.00-$11.99	HSM =	14%
	HSF =	1%
$12.00 or more	HSM =	8%
	HSF =	0%

3d. Present Job -- Ending wage

Average HSM = $8.10 per hour
HSF = $5.09 per hour

$2.75-$3.34	HSM =	0%
	HSF =	7%
$3.35-$3.64	HSM =	1%
	HSF =	12%
$3.65-$4.99	HSM =	17%
	HSF =	36%
$5.00-$7.99	HSM =	39%
	HSF =	40%
$8.00-$11.99	HSM =	27%
	HSF =	4%
$12.00 or more	HSM =	17%
	HSF =	0%

4. Present employment status

a. Employed full-time (40 hours or more per week)	HSM	61%
	HSF	46%
b. Employed part-time (30 to 39 hours per week)	HSM	4%
	HSF	12%
c. Employed part-time (20 to 29 hours per week)	HSM	3%
	HSF	12%
d. Employed part-time (19 hours or less per week)	HSM	5%
	HSF	18%
e. Self-employed	HSM	15%
	HSF	2%
f. Unemployed and seeking employment	HSM	12%
	HSF	10%

5. State in which presently employed

North Dakota	HSM	71%
	HSF	76%
Minnesota	HSM	9%
	HSF	11%
South Dakota	HSM	1%
	HSF	1%
Montana	HSM	3%
	HSF	1%
Other	HSM	16%
	HSF	11%

6. If unemployed, please check the major reason why.

a. Salaries are too low in the vocational field for which I prepared.	HSM	0%
	HSF	4%
b. There are too few openings in the field for which I prepared.	HSM	6%
	HSF	4%
c. I am unwilling to move to an area where jobs are located.	HSM	0%
	HSF	4%
d. I need more education to qualify for the job I want.	HSM	0%
	HSF	12%
e. I am not actively seeking employment	HSM	0%
	HSF	4%
f. I am currently enrolled in further education.	HSM	83%
	HSF	68%
Are you enrolled:		
in a 2-year college or university	HSM	9%
	HSF	0%
in a 4-year college or university	HSM	40%
	HSF	55%
part-time	HSM	0%
	HSF	0%
full-time	HSM	31%
	HSF	29%
in a program related to my vocational program	HSM	20%
	HSF	16%

PART III: DEMOGRAPHIC INFORMATION

Sex:

Male		48%
Female		52%

Present Age: Average of Respondent HSM = 22.92 years
HSF = 21.76 years

Size of company in which employed:

1-5 employees	HSM	26%
	HSF	16%
6-25 employees	HSM	29%
	HSF	33%
26-50 employees	HSM	5%
	HSF	8%
51-100 employees	HSM	6%
	HSF	9%
over 100 employees	HSM	34%
	HSF	33%

Size of Community in which employed

less than 2,500	HSM	18%
	HSF	9%
2,501-10,000	HSM	18%
	HSF	18%
10,001-50,000	HSM	28%
	HSF	38%
50,001-100,000	HSM	22%
	HSF	20%
over 100,000	HSM	14%
	HSF	15%

Highest educational level:

less than high school	HSM	0%
	HSF	0%
high school diploma	HSM	28%
	HSF	19%
some college, no degree	HSM	25%
	HSF	41%
Associate of Arts/Science	HSM	40%
	HSF	47%
Bachelor of Arts/Science	HSM	7%
	HSF	14%

State in which you reside:

North Dakota	HSM	77%
	HSF	81%
Minnesota	HSM	5%
	HSF	8%
South Dakota	HSM	1%
	HSF	0%
Montana	HSM	3%
	HSF	1%
Other	HSM	14%
	HSF	10%

APPENDIX B

ANALYSIS OF THE COVE SURVEY
OF VOCATIONAL CENTER PROGRAM GRADUATES

PART I

1. The vocational program I completed helped me:

			PERCENTAGE				
			SA	AG	DI	SD	NA
a.	obtain a job.	VCM	44	41	4	0	11
		VCF	30	52	0	4	15
b.	advance in my job.	VCM	41	44	4	0	11
		VCF	19	37	15	7	22
c.	learn the technical skills required for entry into my job.	VCM	67	30	4	0	0
		VCF	41	37	4	0	19
d.	learn the technical skills necessary to advance in my job.	VCM	52	41	4	0	4
		VCF	15	37	19	0	30
e.	learn how to get along with the people I work with on my job.	VCM	19	52	26	0	4
		VCF	19	59	11	4	7
f.	learn how to perform my work accurately.	VCM	26	67	4	0	4
		VCF	37	48	7	0	7
g.	learn work habits (being on time, not being absent, etc.).	VCM	30	52	15	0	4
		VCF	38	38	12	4	8
h.	learn how to solve the problems I deal with on my job.	VCM	33	56	7	0	4
		VCF	26	41	15	7	11
i.	earn a higher income than others who did not receive similar training.	VCM	30	30	19	15	7
		VCF	19	19	37	0	26
j.	become more aware of how my productivity helps my employer carry out his/her responsibilities.	VCM	26	52	11	4	7
		VCF	19	52	11	0	19
k.	become aware of career options in becoming self-employed.	VCM	30	44	7	4	15
		VCF	4	33	30	4	30

2. My overall educational program helped me learn:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. the math skills required for me to do my job.	VCM	30	41	19	0	11
	VCF	22	44	19	0	15
b. the reading skills required for me to do my job.	VCM	30	33	26	0	11
	VCF	26	41	19	0	15
c. the writing skills required for me to do my job.	VCM	26	33	26	4	11
	VCF	30	33	19	0	19
d. the speaking skills required for me to do my job.	VCM	15	48	22	0	15
	VCF	15	59	7	4	15
e. the computer skills required for me to do my job.	VCM	11	30	15	11	33
	VCF	19	37	11	4	30
3. Working conditions in my classrooms, labs, and/or shops were similar to those found in my workplace.	VCM	19	56	7	11	7
	VCF	7	63	22	0	7
4. The tools and techniques that I used in my vocational program were similar to those I use in my job.	VCM	30	63	4	4	0
	VCF	26	56	7	4	7
5. My vocational teachers were up-to-date in the knowledge and skills of their subject areas.	VCM	41	56	4	0	0
	VCF	39	43	7	4	7
6. My vocational program trained me specifically for my first job.	VCM	22	52	15	7	4
	VCF	15	52	19	7	7
7. My vocational training has helped me to maintain employment.	VCM	30	52	4	0	15
	VCF	15	52	15	4	15
8. Membership in a vocational student organization helped me learn the leadership or other skills I use in my job.	VCM	15	46	12	8	19
	VCF	0	59	7	11	22

9. If I could begin school all over again, I would:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. enroll in the same vocational program.	VCM	41	33	19	7	0
	VCF	33	37	15	11	4
b. enroll in a different vocational program.	VCM	27	36	14	14	9
	VCF	16	16	56	8	4
c. not enroll in any vocational program.	VCM	0	0	19	43	38
	VCF	0	13	33	46	8

10. At anytime during your school experience, did you ever seriously consider dropping out of school?

Yes	VCM	8%
	VCF	11%
No	VCM	92%
	VCF	89%

		PERCENTAGE			
		SA	AG	DI	SD
If "yes": my vocational program and/or vocational instructor played a significant part in influencing me to stay in school.	VCM	50	25	0	25
	VCF	20	20	40	20

11. I would recommend my vocational training to others.	VCM	52	37	4	4	4
	VCF	46	39	11	0	4
12. In relationship to my expectations, I am satisfied with my career choice.	VCM	48	37	15	0	0
	VCF	36	39	14	7	4

PART II

1. At what institution did you complete a vocational program?

high school	VCM	56%
	VCF	46%
area vocational center	VCM	100%
	VCF	100%
2-year college	VCM	22%
	VCF	18%

2. Vocational education program(s) completed.

1.	Agriculture	VCM	4%
		VCF	0%
2.	Marketing Education	VCM	0%
		VCF	4%
3.	Health Occupations	VCM	0%
		VCF	18%
4.	Home Economics	VCM	0%
		VCF	0%
5.	Business and Office Education	VCM	0%
		VCF	50%
6.	Industrial Arts	VCM	0%
		VCF	0%
7.	Trade and Industrial	VCM	74%
		VCF	11%
8.	Special	VCM	0%
		VCF	4%
9.	Combination (more than one)	VCM	15%
		VCF	7%

3. Please describe briefly your work history for the past three years.

3a. First job

Related to field	VCM	71%
	VCF	71%
Peripherally related	VCM	13%
	VCF	7%
Not related	VCM	4%
	VCF	11%
Not applicable	VCM	13%
	VCF	11%

3b First Job -- Time on this job

6 months or less	VCM	27%
	VCF	14%
More than 6 less than 1 year	VCM	0%
	VCF	18%
More than 1 year	VCM	19%
	VCF	29%
Presently still at this job	VCM	54%
	VCF	39%

3c. First Job -- Beginning wage

Average VCM = $6.13 per hour
VCF = $4.60 per hour

$1.44-$3.34	VCM =	0%
	VCF =	0%
$3.35-$3.64	VCM =	12%
	VCF =	31%
$3.65-$4.99	VCM =	29%
	VCF =	35%
$5.00-$7.99	VCM =	35%
	VCF =	31%
$8.00-$11.99	VCM =	18%
	VCF =	4%
$12.00 or more	VCM =	6%
	VCF =	0%

3d. First Job -- Ending wage

Average	VCM =	$7.48 per hour
	VCF =	$5.34 per hour
$1.44-$3.34	VCM =	0%
	VCF =	0%
$3.35-$3.64	VCM =	6%
	VCF =	8%
$3.65-$4.99	VCM =	24%
	VCF =	38%
$5.00-$7.99	VCM =	35%
	VCF =	42%
$8.00-$11.99	VCM =	18%
	VCF =	12%
$12.00 or more	VCM =	18%
	VCF =	0%

3a. Present job related to vocational field

Related to field	VCM	71%
	VCF	52%
Peripherally related	VCM	13%
	VCF	24%
Not related	VCM	4%
	VCF	12%
Not applicable	VCM	13%
	VCF	12%

3b Present Job -- Time on this job

6 months or less	VCM	12%
	VCF	4%
More than 6 less than 1 year	VCM	0%
	VCF	8%
More than 1 year	VCM	0%
	VCF	0%
Presently at this job	VCM	89%
	VCF	88%

3c. Present Job -- Beginning wage

Average VCM = $6.81 per hour
VCF = $4.92 per hour

$2.75-$3.34	VCM =	6%
	VCF =	0%
$3.35-$3.64	VCM =	0%
	VCF =	22%
$3.65-$4.99	VCM =	12%
	VCF =	26%
$5.00-$7.99	VCM =	53%
	VCF =	48%
$8.00-$11.99	VCM =	24%
	VCF =	4%
$12.00 or more	VCM =	6%
	VCF =	0%

3d. Present Job -- Ending wage

Average	VCM = $8.30 per hour VCF = $5.48 per hour
$2.75-$3.34	VCM = 0% VCF = 0%
$3.35-$3.64	VCM = 0% VCF = 13%
$3.65-$4.99	VCM = 18% VCF = 22%
$5.00-$7.99	VCM = 41% VCF = 61%
$8.00-$11.99	VCM = 24% VCF = 4%
$12.00 or more	VCM = 18% VCF = 0%

4. Present employment status

a. Employed full-time (40 hours or more per week)	VCM	67%
	VCF	46%
b. Employed part-time (30 to 39 hours per week)	VCM	4%
	VCF	25%
c. Employed part-time (20 to 29 hours per week)	VCM	4%
	VCF	7%
d. Employed part-time (19 hours or less per week)	VCM	0%
	VCF	11%
e. Self-employed	VCM	19%
	VCF	7%
f. Unemployed and seeking employment	VCM	7%
	VCF	4%

5. State in which presently employed

North Dakota	VCM	81%
	VCF	78%
Minnesota	VCM	0%
	VCF	7%
South Dakota	VCM	4%
	VCF	0%
Montana	VCM	4%
	VCF	7%
Other	VCM	11%
	VCF	8%

6. If unemployed, please check the major reason why.

a. Salaries are too low in the vocational field for which I prepared.	VCM	0%
	VCF	0%
b. There are too few openings in the field for which I prepared.	VCM	0%
	VCF	0%
c. I am unwilling to move to an area where jobs are located.	VCM	0%
	VCF	0%
d. I need more education to qualify for the job I want.	VCM	0%
	VCF	0%
e. I am not actively seeking employment	VCM	0%
	VCF	25%
f. I am currently enrolled in further education.	VCM	100%
	VCF	75%
Are you enrolled:		
in a 2-year college or university	VCM	15%
	VCF	0%
in a 4-year college or university	VCM	27%
	VCF	50%
part-time	VCM	15%
	VCF	0%
full-time	VCM	15%
	VCF	50%
in a program related to my vocational program	VCM	27%
	VCF	0%

PART III: DEMOGRAPHIC INFORMATION

Sex:

Male		48%
Female		52%

Present Age: Average of Respondent VCM = 23.59 years
VCF = 23.71 years

Size of company in which employed:

1-5 employees	VCM	39%
	VCF	4%
6-25 employees	VCM	26%
	VCF	31%
26-50 employees	VCM	9%
	VCF	19%
51-100 employees	VCM	4%
	VCF	15%
over 100 employees	VCM	22%
	VCF	31%

Size of Community in which employed

less than 2,500	VCM	21%
	VCF	8%
2,501-10,000	VCM	33%
	VCF	25%
10,001-50,000	VCM	17%
	VCF	29%
50,001-100,000	VCM	21%
	VCF	38%
over 100,000	VCM	8%
	VCF	0%

Highest educational level:

less than high school	VCM	0%
	VCF	0%
high school diploma	VCM	31%
	VCF	21%
some college, no degree	VCM	23%
	VCF	43%
Associate of Arts/Science	VCM	42%
	VCF	25%
Bachelor of Arts/Science	VCM	4%
	VCF	11%

State in which you reside:

North Dakota	VCM	81%
	VCF	78%
Minnesota	VCM	0%
	VCF	7%
South Dakota	VCM	4%
	VCF	0%
Montana	VCM	4%
	VCF	7%
Other	VCM	11%
	VCF	8%

APPENDIX C

ANALYSIS OF THE COVE SURVEY
OF COLLEGE VOCATIONAL PROGRAM GRADUATES

PART I

1. The vocational program I completed helped me:

			PERCENTAGE				
			SA	AG	DI	SD	NA
a.	obtain a job.	COM	52	36	5	2	6
		COF	48	33	12	4	4
b.	advance in my job.	COM	22	50	13	5	11
		COF	21	34	17	2	26
c.	learn the technical skills required for entry into my job.	COM	34	55	6	2	3
		COF	38	43	8	0	11
d.	learn the technical skills necessary to advance in my job.	COM	28	45	20	0	6
		COF	15	49	15	2	19
e.	learn how to get along with the people I work with on my job.	COM	10	54	27	3	6
		COF	10	71	12	0	8
f.	learn how to perform my work accurately.	COM	27	63	8	0	3
		COF	30	58	6	0	6
g.	learn work habits (being on time, not being absent, etc.).	COM	23	52	22	2	2
		COF	34	55	8	0	4
h.	learn how to solve the problems I deal with on my job.	COM	22	53	23	0	2
		COF	15	66	13	0	6
i.	earn a higher income than others who did not receive similar training.	COM	17	31	31	13	8
		COF	17	27	33	8	15
j.	become more aware of how my productivity helps my employer carry out his/her responsibilities.	COM	16	56	24	0	5
		COF	15	68	11	2	4
k.	become aware of career options in becoming self-employed.	COM	14	48	23	5	9
		COF	15	35	23	4	23

2. My overall educational program helped me learn:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. the math skills required for me to do my job.	COM	16	59	11	6	8
	COF	11	57	9	2	21
b. the reading skills required for me to do my job.	COM	9	44	31	3	13
	COF	13	62	8	0	17
c. the writing skills required for me to do my job.	COM	8	44	30	3	16
	COF	15	64	8	2	11
d. the speaking skills required for me to do my job.	COM	8	48	22	3	19
	COF	13	64	8	2	13
e. the computer skills required for me to do my job.	COM	6	17	27	19	31
	COF	21	30	11	6	32
3. Working conditions in my classrooms, labs, and/or shops were similar to those found in my workplace.	COM	16	53	17	5	9
	COF	11	45	26	4	13
4. The tools and techniques that I used in my vocational program were similar to those I use in my job.	COM	23	61	9	2	5
	COF	17	57	13	4	9
5. My vocational teachers were up-to-date in the knowledge and skills of their subject areas.	COM	39	50	9	2	0
	COF	36	55	4	0	6
6. My vocational program trained me specifically for my first job.	COM	25	30	31	9	5
	COF	10	48	31	0	12
7. My vocational training has helped me to maintain employment.	COM	25	44	17	2	13
	COF	30	47	13	4	6
8. Membership in a vocational student organization helped me learn the leadership or other skills I use in my job.	COM	13	31	23	8	25
	COF	6	30	25	6	34

9. If I could begin school all over again, I would:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. enroll in the same vocational program.	COM	38	27	23	10	2
	COF	29	35	23	13	0
b. enroll in a different vocational program.	COM	14	25	38	13	11
	COF	14	33	30	19	5
c. not enroll in any vocational program.	COM	9	7	29	33	22
	COF	2	21	21	35	21

10. At anytime during your school experience, did you ever seriously consider dropping out of school?

Yes	COM	5%
	COF	9%
No	COM	95%
	COF	91%

		PERCENTAGE			
		SA	AG	DI	SD
If "yes": my vocational program and/or vocational instructor played a significant part in influencing me to stay in school.	COM	0	0	25	75
	COF	43	0	43	14

11. I would recommend my vocational training to others.	COM	44	48	8	0	0
	COF	49	38	11	2	0
12. In relationship to my expectations, I am satisfied with my career choice.	COM	30	45	16	5	5
	COF	29	50	15	6	0

PART II

1. At what institution did you complete a vocational program?

high school	COM	39%
	COF	33%
area vocational center	COM	9%
	COF	9%
2-year college	COM	100%
	COF	100%

2. Vocational education program(s) completed.

1.	Agriculture	COM	6%
		COF	0%
2.	Marketing Education	COM	0%
		COF	2%
3.	Health Occupations	COM	0%
		COF	17%
4.	Home Economics	COM	0%
		COF	0%
5.	Business and Office Education	COM	2%
		COF	48%
6.	Industrial Arts	COM	0%
		COF	0%
7.	Trade and Industrial	COM	84%
		COF	26%
8.	Special	COM	0%
		COF	0%
9.	Combination (more than one)	COM	5%
		COF	2%

3. Please describe briefly your work history for the past three years.

3a. First job

Related to field	COM	85%
	COF	69%
Peripherally related	COM	10%
	COF	12%
Not related	COM	2%
	COF	10%
Not applicable	COM	3%
	COF	10%

3b First Job -- Time on this job

6 months or less	COM	16%
	COF	17%
More than 6 less than 1 year	COM	7%
	COF	16%
More than 1 year	COM	24%
	COF	25%
Presently still at this job	COM	53%
	COF	42%

3c. First Job -- Beginning wage

Average	COM =	$6.77 per hour
	COF =	$4.98 per hour
$1.44-$3.34	COM =	2%
	COF =	4%
$3.35-$3.64	COM =	5%
	COF =	23%
$3.65-$4.99	COM =	20%
	COF =	29%
$5.00-$7.99	COM =	46%
	COF =	38%
$8.00-$11.99	COM =	20%
	COF =	6%
$12.00 or more	COM =	7%
	COF =	0%

3d. First Job -- Ending wage

Average	COM =	$9.32 per hour
	COF =	$6.34 per hour
$1.44-$3.34	COM =	0%
	COF =	2%
$3.35-$3.64	COM =	2%
	COF =	11%
$3.65-$4.99	COM =	15%
	COF =	26%
$5.00-$7.99	COM =	24%
	COF =	42%
$8.00-$11.99	COM =	30%
	COF =	11%
$12.00 or more	COM =	30%
	COF =	9%

3a. Present job related to vocational field

Related to field	COM	74%
	COF	65%
Peripherally related	COM	17%
	COF	14%
Not related	COM	5%
	COF	8%
Not applicable	COM	3%
	COF	12%

3b Present Job -- Time on this job

6 months or less	COM	3%
	COF	8%
More than 6 less than 1 year	COM	2%
	COF	4%
More than 1 year	COM	2%
	COF	0%
Presently at this job	COM	93%
	COF	88%

3c. Present Job -- Beginning wage

Average	COM =	$7.51 per hour
	COF =	$5.73 per hour
$2.75-$3.34	COM =	4%
	COF =	5%
$3.35-$3.64	COM =	0%
	COF =	14%
$3.65-$4.99	COM =	13%
	COF =	20%
$5.00-$7.99	COM =	46%
	COF =	50%
$8.00-$11.99	COM =	24%
	COF =	9%
$12.00 or more	COM =	13%
	COF =	2%

3d. Present Job -- Ending wage

Average COM = $9.86 per hour
COF = $6.97 per hour

$2.75-$3.34	COM =	0%
	COF =	5%
$3.35-$3.64	COM =	0%
	COF =	5%
$3.65-$4.99	COM =	15%
	COF =	20%
$5.00-$7.99	COM =	21%
	COF =	45%
$8.00-$11.99	COM =	30%
	COF =	14%
$12.00 or more	COM =	34%
	COF =	11%

4. Present employment status

a. Employed full-time (40 hours or more per week)	COM	78%
	COF	64%
b. Employed part-time (30 to 39 hours per week)	COM	2%
	COF	13%
c. Employed part-time (20 to 29 hours per week)	COM	5%
	COF	4%
d. Employed part-time (19 hours or less per week)	COM	0%
	COF	8%
e. Self-employed	COM	8%
	COF	4%
f. Unemployed and seeking employment	COM	8%
	COF	8%

5. State in which presently employed

North Dakota	COM	64%
	COF	65%
Minnesota	COM	13%
	COF	12%
South Dakota	COM	8%
	COF	0%
Montana	COM	2%
	COF	4%
Other	COM	13%
	COF	19%

6. If unemployed, please check the major reason why.

a. Salaries are too low in the vocational field for which I prepared.	COM	0%
	COF	0%
b. There are too few openings in the field for which I prepared.	COM	30%
	COF	37%
c. I am unwilling to move to an area where jobs are located.	COM	0%
	COF	13%
d. I need more education to qualify for the job I want.	COM	0%
	COF	0%
e. I am not actively seeking employment	COM	0%
	COF	37%
f. I am currently enrolled in further education.	COM	70%
	COF	13%
Are you enrolled:		
in a 2-year college or university	COM	0%
	COF	0%
in a 4-year college or university	COM	52%
	COF	33%
part-time	COM	10%
	COF	33%
full-time	COM	29%
	COF	0%
in a program related to my vocational program	COM	10%
	COF	33%

PART III: DEMOGRAPHIC INFORMATION

Sex:

Male		48%
Female		52%

Present Age: Average of Respondent COM = 25.02 years
COF = 24.61 years

Size of company in which employed:

1-5 employees	COM	19%
	COF	17%
6-25 employees	COM	23%
	COF	41%
26-50 employees	COM	5%
	COF	7%
51-100 employees	COM	5%
	COF	4%
over 100 employees	COM	48%
	COF	30%

Size of Community in which employed

less than 2,500	COM	18%
	COF	15%
2,501-10,000	COM	30%
	COF	17%
10,001-50,000	COM	26%
	COF	37%
50,001-100,000	COM	16%
	COF	22%
over 100,000	COM	10%
	COF	9%

Highest educational level:

less than high school	COM	0%
	COF	0%
high school diploma	COM	0%
	COF	0%
some college, no degree	COM	15%
	COF	13%
Associate of Arts/Science	COM	82%
	COF	81%
Bachelor of Arts/Science	COM	3%
	COF	6%

State in which you reside:

North Dakota	COM	66%
	COF	72%
Minnesota	COM	13%
	COF	9%
South Dakota	COM	8%
	COF	0%
Montana	COM	2%
	COF	4%
Other	COM	11%
	COF	15%

APPENDIX D

ANALYSIS OF THE COVE SURVEY
OF HIGH SCHOOL (ONLY) VOCATIONAL PROGRAM GRADUATES

PART I

1. The vocational program I completed helped me:

			PERCENTAGE				
			SA	AG	DI	SD	NA
a.	obtain a job.	HSM	19	50	12	4	15
		HSF	42	42	5	0	11
b.	advance in my job.	HSM	23	38	23	4	12
		HSF	21	47	5	0	26
c.	learn the technical skills required for entry into my job.	HSM	35	35	15	4	12
		HSF	32	53	0	5	11
d.	learn the technical skills necessary to advance in my job.	HSM	27	35	19	4	15
		HSF	21	42	11	0	26
e.	learn how to get along with the people I work with on my job.	HSM	19	58	15	4	4
		HSF	32	53	0	5	11
f.	learn how to perform my work accurately.	HSM	19	62	8	4	8
		HSF	58	32	0	0	11
g.	learn work habits (being on time, not being absent, etc.).	HSM	31	46	8	8	8
		HSF	58	26	0	5	11
h.	learn how to solve the problems I deal with on my job.	HSM	27	50	12	4	8
		HSF	32	53	5	0	11
i.	earn a higher income than others who did not receive similar training.	HSM	15	31	19	12	23
		HSF	26	26	32	5	11
j.	become more aware of how my productivity helps my employer carry out his/her responsibilities.	HSM	31	50	8	4	8
		HSF	21	58	11	0	11
k.	become aware of career options in becoming self-employed.	HSM	42	42	8	4	4
		HSF	21	32	26	0	21

2. My overall educational program helped me learn:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. the math skills required for me to do my job.	HSM	35	46	12	0	8
	HSF	26	42	16	0	16
b. the reading skills required for me to do my job.	HSM	23	54	19	4	0
	HSF	37	42	5	0	16
c. the writing skills required for me to do my job.	HSM	23	54	15	8	0
	HSF	42	37	11	0	11
d. the speaking skills required for me to do my job.	HSM	23	46	19	8	4
	HSF	42	42	5	0	11
e. the computer skills required for me to do my job.	HSM	4	27	15	12	42
	HSF	26	26	32	0	16
3. Working conditions in my classrooms, labs, and/or shops were similar to those found in my workplace.	HSM	12	50	15	12	12
	HSF	21	42	21	5	11
4. The tools and techniques that I used in my vocational program were similar to those I use in my job.	HSM	27	54	4	8	8
	HSF	21	58	11	0	11
5. My vocational teachers were up-to-date in the knowledge and skills of their subject areas.	HSM	35	50	4	8	4
	HSF	45	50	0	0	5
6. My vocational program trained me specifically for my first job.	HSM	23	31	27	4	15
	HSF	16	37	26	5	16
7. My vocational training has helped me to maintain employment.	HSM	23	54	4	8	12
	HSF	21	53	16	0	11
8. Membership in a vocational student organization helped me learn the leadership or other skills I use in my job.	HSM	19	58	8	4	12
	HSF	16	58	16	0	11

9. If I could begin school all over again, I would:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. enroll in the same vocational program.	HSM	46	33	13	4	4
	HSF	58	21	16	0	5
b. enroll in a different vocational program.	HSM	21	33	21	13	13
	HSF	18	24	35	12	12
c. not enroll in any vocational program.	HSM	0	4	13	67	17
	HSF	0	6	25	56	13

10. At anytime during your school experience, did you ever seriously consider dropping out of school?

Yes	HSM	8%
	HSF	10%
No	HSM	92%
	HSF	90%

		PERCENTAGE				
		SA	AG	DI	SD	NA
If "yes": my vocational program and/or vocational instructor played a significant part in influencing me to stay in school.	HSM	17	17	0	17	50
	HSF	0	14	14	14	57
11. I would recommend my vocational training to others.	HSM	62	27	4	4	4
	HSF	85	10	0	0	5
12. In relationship to my expectations, I am satisfied with my career choice.	HSM	46	27	19	4	4
	HSF	30	40	25	5	0

PART II

1. At what institution did you complete a vocational program?

high school	HSM	100%
	HSF	100%
area vocational center	HSM	%
	HSF	%
2-year college	HSM	%
	HSF	%

2. Vocational education program(s) completed.

1. Agriculture	HSM	12%
	HSF	0%
2. Marketing Education	HSM	0%
	HSF	10%
3. Health Occupations	HSM	4%
	HSF	5%
4. Home Economics	HSM	0%
	HSF	5%
5. Business and Office Education	HSM	4%
	HSF	30%
6. Industrial Arts	HSM	0%
	HSF	0%
7. Trade and Industrial	HSM	40%
	HSF	5%
8. Special	HSM	0%
	HSF	5%
9. Combination (more than one)	HSM	36%
	HSF	10%

3. Please describe briefly your work history for the past three years.

3a. First job

Related to field	HSM	54%
	HSF	40%
Peripherally related	HSM	25%
	HSF	10%
Not related	HSM	8%
	HSF	15%
Not applicable	HSM	13%
	HSF	35%

3b First Job -- Time on this job

6 months or less	HSM	19%
	HSF	20%
More than 6 less than 1 year	HSM	8%
	HSF	15%
More than 1 year	HSM	23%
	HSF	40%
Presently still at this job	HSM	50%
	HSF	25%

3c. First Job -- Beginning wage

Average HSM = $5.57 per hour
HSF = $4.03 per hour

$1.44-$3.34	HSM =	32%
	HSF =	25%
$3.35-$3.64	HSM =	20%
	HSF =	35%
$3.65-$4.99	HSM =	24%
	HSF =	35%
$5.00-$7.99	HSM =	16%
	HSF =	5%
$8.00-$11.99	HSM =	4%
	HSF =	0%
$12.00 or more	HSM =	4%
	HSF =	0%

3d. First Job -- Ending wage

Average HSM = $7.38 per hour
HSF = $4.66 per hour

$1.44-$3.34	HSM =	32%
	HSF =	25%
$3.35-$3.64	HSM =	4%
	HSF =	10%
$3.65-$4.99	HSM =	16%
	HSF =	30%
$5.00-$7.99	HSM =	28%
	HSF =	35%
$8.00-$11.99	HSM =	16%
	HSF =	0%
$12.00 or more	HSM =	4%
	HSF =	0%

3a. Present job related to vocational field

Related to field	HSM	33%
	HSF	8%
Peripheral related	HSM	33%
	HSF	33%
Not related	HSM	8%
	HSF	25%
Not applicable	HSM	25%
	HSF	33%

3b Present Job -- Time on this job

6 Months or less	HSM	23%
	HSF	21%
More than 6 less than 1 year	HSM	0%
	HSF	0%
More than 1 year	HSM	0%
	HSF	0%
Presently at this job	HSM	77%
	HSF	79%

3c. Present Job -- Beginning wage

Average HSM = $5.72 per hour
HSF = $4.40 per hour

$2.75-$3.34	HSM =	38%
	HSF =	31%
$3.35-$3.64	HSM =	0%
	HSF =	15%
$3.65-$4.99	HSM =	23%
	HSF =	23%
$5.00-$7.99	HSM =	31%
	HSF =	31%
$8.00-$11.99	HSM =	0%
	HSF =	0%
$12.00 or more	HSM =	8%
	HSF =	0%

3d. Present Job -- Ending wage

Average HSM = $6.63 per hour
HSF = $4.90 per hour

$2.75-$3.34	HSM =	38%
	HSF =	33%
$3.35-$3.64	HSM =	0%
	HSF =	8%
$3.65-$4.99	HSM =	23%
	HSF =	33%
$5.00-$7.99	HSM =	31%
	HSF =	25%
$8.00-$11.99	HSM =	0%
	HSF =	0%
$12.00 or more	HSM =	8%
	HSF =	0%

4. Present employment status

a. Employed full-time (40 hours or more per week)	HSM	58%
	HSF	37%
b. Employed part-time (30 to 39 hours per week)	HSM	0%
	HSF	16%
c. Employed part-time (20 to 29 hours per week)	HSM	0%
	HSF	11%
d. Employed part-time (19 hours or less per week)	HSM	0%
	HSF	26%
e. Self-employed	HSM	38%
	HSF	5%
f. Unemployed and seeking employment	HSM	4%
	HSF	5%

5. State in which presently employed

North Dakota	HSM	92%
	HSF	88%
Minnesota	HSM	0%
	HSF	0%
South Dakota	HSM	0%
	HSF	0%
Montana	HSM	0%
	HSF	6%
Other	HSM	8%
	HSF	6%

6. If unemployed, please check the major reason why.

a. Salaries are too low in the vocational field for which I prepared.	HSM	%
	HSF	17%
b. There are too few openings in the field for which I prepared.	HSM	%
	HSF	0%
c. I am unwilling to move to an area where jobs are located.	HSM	%
	HSF	0%
d. I need more education to qualify for the job I want.	HSM	%
	HSF	17%
e. I am not actively seeking employment	HSM	%
	HSF	0%
f. I am currently enrolled in further education.	HSM	%
	HSF	50%

Are you enrolled:

in a 2-year college or university	HSM	0%
	HSF	0%
in a 4-year college or university	HSM	0%
	HSF	100%
part-time	HSM	0%
	HSF	0%
full-time	HSM	0%
	HSF	0%
in a program related to my vocational program	HSM	0%
	HSF	0%

PART III: DEMOGRAPHIC INFORMATION

Sex:

Male		100%
Female		100%
Present Age:	Average of Respondent	HSM = 21.72 years HSF = 21.55 years

Size of company in which employed:

1-5 employees	HSM	40%
	HSF	19%
6-25 employees	HSM	20%
	HSF	31%
26-50 employees	HSM	5%
	HSF	19%
51-100 employees	HSM	10%
	HSF	19%
over 100 employees	HSM	25%
	HSF	13%

Size of Community in which employed

less than 2,500	HSM	25%
	HSF	25%
2,501-10,000	HSM	15%
	HSF	33%
10,001-50,000	HSM	25%
	HSF	17%
50,001-100,000	HSM	20%
	HSF	25%
over 100,000	HSM	15%
	HSF	0%

Highest educational level:

less than high school	HSM	0%
	HSF	0%
high school diploma	HSM	100%
	HSF	100%
some college, no degree	HSM	0%
	HSF	0%
Associate of Arts/Science	HSM	0%
	HSF	0%
Bachelor of Arts/Science	HSM	0%
	HSF	0%

State in which you reside:

North Dakota	HSM	92%
	HSF	89%
Minnesota	HSM	0%
	HSF	0%
South Dakota	HSM	0%
	HSF	0%
Montana	HSM	0%
	HSF	5%
Other	HSM	8%
	HSF	6%

APPENDIX E

RESPONSES OF FEMALE VOCATIONAL GRADUATES
ANALYSIS OF THE
COVE SURVEY OF FEMALE VOCATIONAL PROGRAM GRADUATES

PART I

1. The vocational program I completed helped me:

			PERCENTAGE				
			SA	AG	DI	SD	NA
a.	obtain a job.	HSF	28	38	8	1	24
		VCF	30	52	0	4	15
		COF	48	33	12	4	4
b.	advance in my job.	HSF	13	32	13	3	39
		VCF	19	37	15	7	22
		COF	21	34	17	2	26
c.	learn the technical skills required for entry into my job.	HSF	32	37	10	2	18
		VCF	41	37	4	0	19
		COF	38	43	8	0	11
d.	learn the technical skills necessary to advance in my job.	HSF	15	39	14	2	30
		VCF	15	37	19	0	30
		COF	15	49	15	2	19
e.	learn how to get along with the people I work with on my job.	HSF	29	57	3	1	9
		VCF	19	59	11	4	7
		COF	10	71	12	0	8
f.	learn how to perform my work accurately.	HSF	39	48	3	9	0
		VCF	37	48	7	0	7
		COF	30	58	6	0	6
g.	learn work habits (being on time, not being absent, etc.).	HSF	40	44	6	1	9
		VCF	38	38	12	4	8
		COF	34	55	8	0	4
h.	learn how to solve the problems I deal with on my job.	HSF	18	48	15	1	17
		VCF	26	41	15	7	11
		COF	15	66	13	0	6
i.	earn a higher income than others who did not receive similar training.	HSF	11	18	39	3	28
		VCF	19	19	37	0	26
		COF	17	27	33	8	15
j.	become more aware of how my productivity helps my employer carry out his/her	HSF	13	57	11	18	0
		VCF	19	52	11	0	19
		COF	15	68	11	2	4

responsibilities.

k. become aware of career options in becoming self-employed.	HSF	8	36	23	2	31
	VCF	4	33	30	4	30
	COF	15	35	23	4	23

2. My overall educational program helped me learn:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. the math skills required for me to do my job.	HSF	18	49	9	2	21
	VCF	22	44	19	0	15
	COF	11	57	9	2	21
b. the reading skills required for me to do my job.	HSF	25	49	9	1	15
	VCF	26	41	19	0	15
	COF	13	62	8	0	17
c. the writing skills required for me to do my job.	HSF	23	49	10	1	16
	VCF	30	33	19	0	19
	COF	15	64	8	2	11
d. the speaking skills required for me to do my job.	HSF	22	56	9	2	10
	VCF	15	59	7	4	15
	COF	13	64	8	2	13
e. the computer skills required for me to do my job.	HSF	13	31	23	6	28
	VCF	19	37	11	4	30
	COF	21	30	11	6	32
3. Working conditions in my classrooms, labs, and/or shops were similar to those found in my workplace.	HSF	16	41	21	3	18
	VCF	7	63	22	0	7
	COF	11	45	26	4	13
4. The tools and techniques that I used in my vocational program were similar to those I use in my job.	HSF	20	47	14	2	17
	VCF	26	56	7	4	7
	COF	17	57	13	4	9
5. My vocational teachers were up-to-date in the knowledge and skills of their subject areas.	HSF	37	53	2	8	0
	VCF	39	43	7	4	7
	COF	36	55	4	0	6
6. My vocational program trained me specifically for my first job.	HSF	8	33	31	6	22
	VCF	15	52	19	7	7
	COF	10	48	31	0	12

7. My vocational training has helped me to maintain employment.	HSF	17	45	15	2	21
	VCF	15	52	15	4	15
	COF	30	47	13	4	6

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8. Membership in a vocational student organization helped me learn the leadership or other skills I use in my job.	HSF	16	43	15	3	23
	VCF	0	59	7	11	22
	COF	6	30	25	6	34

9. If I could begin school all over again, I would:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. enroll in the same vocational program.	HSF	44	37	14	3	1
	VCF	33	37	15	11	4
	COF	29	35	23	13	0
b. enroll in a different vocational program.	HSF	14	30	34	13	9
	VCF	16	16	56	8	4
	COF	14	33	30	19	5
c. not enroll in any vocational program.	HSF	0	6	31	45	17
	VCF	0	13	33	46	8
	COF	2	21	21	35	21

10. At anytime during your school experience, did you ever seriously consider dropping out of school?

Yes	HSF	7%
	VCF	11%
	COF	9%
No	HSF	93%
	VCF	89%
	COF	91%

		PERCENTAGE			
		SA	AG	DI	SD
If "yes": my vocational program and/or vocational instructor played a significant part in influencing me to stay in school.	HSF	0	29	43	29
	VCF	20	20	40	20
	COF	43	0	43	14

11. I would recommend my vocational training to others.	HSF	63	31	5	1	0
	VCF	46	39	11	0	4
	COF	49	38	11	2	0
12. In relationship to my expectations, I am satisfied with my career choice.	HSF	44	34	14	3	5
	VCF	36	39	14	7	4
	COF	29	50	15	6	0

PART II

1. At what institution did you complete a vocational program?

high school	HSF	100%
	VCF	46%
	COF	33%
area vocational center	HSF	15%
	VCF	100%
	COF	9%
2-year college	HSF	21%
	VCF	18%
	COF	100%

2. Vocational education program(s) completed.

1.	Agriculture	HSF	1%
		VCF	0%
		COF	0%
2.	Marketing Education	HSF	10%
		VCF	4%
		COF	2%
3.	Health Occupations	HSF	15%
		VCF	18%
		COF	17%
4.	Home Economics	HSF	3%
		VCF	0%
		COF	0%
5.	Business and Office Education	HSF	35%
		VCF	50%
		COF	48%
6.	Industrial Arts	HSF	0%
		VCF	0%
		COF	0%
7.	Trade and Industrial	HSF	6%
		VCF	11%
		COF	26%
8.	Special	HSF	6%
		VCF	4%
		COF	0%
9.	Combination (more than one)	HSF	10%
		VCF	7%
		COF	2%

3. Please describe briefly your work history for the past three years.

3a. First job

Related to field	HSF	42%
	VCF	71%
	COF	69%
Peripherally related	HSF	20%
	VCF	7%
	COF	12%
Not related	HSF	20%
	VCF	11%
	COF	10%
Not applicable	HSF	18%
	VCF	11%
	COF	10%

3b First Job -- Time on this job

6 months or less	HSF	23%
	VCF	14%
	COF	17%
More than 6 less than 1 year	HSF	13%
	VCF	18%
	COF	16%
More than 1 year	HSF	35%
	VCF	29%
	COF	25%
Presently still at this job	HSF	29%
	VCF	39%
	COF	42%

3c. First Job -- Beginning wage

Average HSF = $4.03 per hour
VCF = $4.60 per hour
COF = $4.98 per hour

$1.73-$3.34	HSF =	8%
	VCF =	0%
	COF =	4%
$3.35-$3.64	HSF =	41%
	VCF =	31%
	COF =	23%
$3.65-$4.99	HSF =	36%
	VCF =	35%
	COF =	29%
$5.00-$7.99	HSF =	12%
	VCF =	31%
	COF =	38%
$8.00-$11.99	HSF =	3%
	VCF =	4%
	COF =	6%
$12.00 or more	HSF =	0%
	VCF =	0%
	COF =	0%

3d. First Job -- Ending wage

Average HSF = $4.66 per hour
VCF = $5.34 per hour
COF = $6.34 per hour

$2.60-$3.34	HSF =	8%
	VCF =	0%
	COF =	2%
$3.35-$3.64	HSF =	17%
	VCF =	8%
	COF =	11%
$3.65-$4.99	HSF =	41%
	VCF =	38%
	COF =	26%
$5.00-$7.99	HSF =	30%
	VCF =	42%
	COF =	42%
$8.00-$11.99	HSF =	4%
	VCF =	12%
	COF =	11%
$12.00 or more	HSF =	0%
	VCF =	0%
	COF =	9%

3a. Present job related to vocational field

Related to field	HSF	41%
	VCF	52%
	COF	65%
Peripheral related	HSF	23%
	VCF	24%
	COF	14%
Not related	HSF	19%
	VCF	12%
	COF	8%
Not applicable	HSF	17%
	VCF	12%
	COF	12%

3b Present Job -- Time on this job

6 Months or less	HSF	11%
	VCF	4%
	COF	8%
More than 6 less than 1 year	HSF	1%
	VCF	8%
	COF	4%
More than 1 year	HSF	1%
	VCF	0%
	COF	0%
Presently at this job	HSF	86%
	VCF	88%
	COF	88%

3c. Present Job -- Beginning wage Average HSF = $4.43 per hour
VCF = $4.92 per hour
COF = $5.73 per hour

$2.75-$3.34	HSF =	10%
	VCF =	0%
	COF =	5%
$3.35-$3.64	HSF =	22%
	VCF =	22%
	COF =	14%
$3.65-$4.99	HSF =	32%
	VCF =	26%
	COF =	20%
$5.00-$7.99	HSF =	34%
	VCF =	48%
	COF =	50%
$8.00-$11.99	HSF =	1%
	VCF =	4%
	COF =	9%
$12.00 or more	HSF =	0%
	VCF =	0%
	COF =	2%

3d. Present Job -- Ending wage
VCF = $5.48 per hour

Average HSF = $5.09 per hour

COF = $6.97 per hour

$2.80-$3.34	HSF =	7%
	VCF =	0%
	COF =	5%
$3.35-$3.64	HSF =	12%
	VCF =	13%
	COF =	5%
$3.65-$4.99	HSF =	36%
	VCF =	22%
	COF =	20%
$5.00-$7.99	HSF =	40%
	VCF =	61%
	COF =	45%
$8.00-$11.99	HSF =	4%
	VCF =	4%
	COF =	14%
$12.00 or more	HSF =	0%
	VCF =	0%
	COF =	11%

4. Present employment status

a. Employed full-time (40 hours or more per week)	HSF	46%
	VCF	46%
	COF	64%
b. Employed part-time (30 to 39 hours per week)	HSF	12%
	VCF	25%
	COF	13%
c. Employed part-time (20 to 29 hours per week)	HSF	12%
	VCF	7%
	COF	4%
d. Employed part-time (19 hours or less per week)	HSF	18%
	VCF	11%
	COF	8%
e. Self-employed	HSF	2%
	VCF	7%
	COF	4%
f. Unemployed and seeking employment	HSF	10%
	VCF	4%
	COF	8%

5. State in which presently employed

North Dakota	HSF	76%
	VCF	78%
	COF	65%
Minnesota	HSF	11%
	VCF	7%
	COF	12%
South Dakota	HSF	1%
	VCF	0%
	COF	0%
Montana	HSF	1%
	VCF	7%
	COF	4%
Other	HSF	11%
	VCF	8%
	COF	19%

6. If unemployed, please check the major reason why.

a. Salaries are too low in the vocational field for which I prepared.	HSF	4%
	VCF	0%
	COF	0%
b. There are too few openings in the field for which I prepared.	HSF	4%
	VCF	0%
	COF	37%
c. I am unwilling to move to an area where jobs are located.	HSF	4%
	VCF	0%
	COF	13%
d. I need more education to qualify for the job I want.	HSF	12%
	VCF	0%
	COF	0%
e. I am not actively seeking employment	HSF	4%
	VCF	25%
	COF	37%
f. I am currently enrolled in further education.	HSF	68%
	VCF	75%
	COF	13%

Are you enrolled:

in a 2-year college or university	HSF	0%
	VCF	0%
	COF	0%
in a 4-year college or university	HSF	55%
	VCF	50%
	COF	33%
part-time	HSF	0%
	VCF	0%
	COF	33%
full-time	HSF	29%
	VCF	50%
	COF	0%
in a program related to my vocational program	HSF	16%
	VCF	0%
	COF	33%

PART III: DEMOGRAPHIC INFORMATION

ex:

	Male	0%
	Female	100%
Present Age:	Average of Respondent	HSF = 21.76 years VCF = 23.71 years COF = 24.61 years

Size of company in which employed:

1-5 employees	HSF	16%
	VCF	4%
	COF	17%
6-25 employees	HSF	33%
	VCF	31%
	COF	41%
26-50 employees	HSF	8%
	VCF	19%
	COF	7%
51-100 employees	HSF	9%
	VCF	15%
	COF	4%
over 100 employees	HSF	33%
	VCF	31%
	COF	30%

Size of Community in which employed

less than 2,500	HSF	9%
	VCF	8%
	COF	15%
2,501-10,000	HSF	18%
	VCF	25%
	COF	17%
10,001-50,000	HSF	38%
	VCF	29%
	COF	37%
50,001-100,000	HSF	20%
	VCF	38%
	COF	22%
over 100,000	HSF	15%
	VCF	0%
	COF	9%

Highest educational level:

less than high school	HSF	0%
	VCF	0%
	COF	0%
high school diploma	HSF	19%
	VCF	21%
	COF	0%
some college, no degree	HSF	41%
	VCF	43%
	COF	13%
Associate of Arts/Science	HSF	47%
	VCF	25%
	COF	81%
Bachelor of Arts/Science	HSF	14%
	VCF	11%
	COF	6%

State in which you reside:

North Dakota	HSF	81%
	VCF	78%
	COF	72%
Minnesota	HSF	8%
	VCF	7%
	COF	9%
South Dakota	HSF	0%
	VCF	0%
	COF	0%
Montana	HSF	1%
	VCF	7%
	COF	4%
Other	HSF	10%
	VCF	8%
	COF	15%

OPEN-ENDED RESPONSES OF FEMALE RESPONDENTS BY INSTITUTION

FEMALE - HIGH SCHOOL

1. Please comment about your vocational education experience.

--It was very educational. It helped me learn the skills I needed to go out into the business world prepared. It also helped me learn how to deal with the public in a business sense.

--My place of business employs approximately 20 people and approximately 7 were VOE students at some time. I feel that vocational training is encouraged by businesses because they can train an employee to perform as the job requires rather than how they were taught from a book.

--As a hairdresser you also need to know the many other areas of keeping a salon, such as bookkeeping and salon management. I feel that having these skills will help me greatly when I have my own salon; even in everyday life the vocational classes have helped me. I'm glad I had the opportunity to have these classes.

--Good--no complaints!

--Hey, it was a good experience. At the time I took the class, I didn't have a clue as to what I would be doing after high school. It helped me to think about the future and what sort of job I did or didn't want.

--I have learned a great deal and have advanced in my job tremendously. If it had not been for the vocational education (co-op training) I would not have the job that I do have, which I feel I'm fortunate to have.

--The skills I acquired through the coop are used extensively at college in my sorority. I was secretary (both corresponding and recording) and my typing skills benefitted me the most.

--My vocational experience was a good one. ITP was a good class to familiarize me with problems I would encounter when I moved away. It also gives you a taste and some insight into general technical concepts that are used every day that we often take for granted.

--I feel that my high school did a very poor job vocationally. There were limited choices and I think they need to have more career awareness and diverse training.

--I am very pleased with my vocational education. It has made me aware of opportunities that are available and helped me in odd jobs. I am in college and will graduate in November 1988 with a B.S. degree in elementary education and still believe that my experiences were well worth it.

--It was a very rewarding experience.

--I really liked my vocational education classes which I took in high school. I thought I learned a lot about working conditions and also how to get along with people on the job in order to get things done.

--I feel it was a good experience and has brought me to decide on a business career. I plan on attending a four-year college.

--I feel vocational education is a valuable and realistic tool for people to partake in. My personal vocational education was limited because of funding, but yet I received a well rounded background.

--I enjoyed it very much and I would do it all over again. Probably one of the best times of my life.

--It helped me learn more about ranching.

--I feel that taking health occupations prepared me to meet the challenges of my job. It has helped me in the pursuit of my career in nursing. I am currently in college working on my RN degree.

--Health occupations really helped me out when I was a nurse assistant. Everything we learned in class helped me handle some of the problems that occur in a nursing home and in life.

--Love it!

--I enrolled in the vocational education program in high school. I enrolled in another program in college, so my vocational program did not apply to my present position. The program, however, I feel was very educational and had I furthered that field, it would have been very helpful.

--It was a great learning experience. It helped make up my mind that I definitely wanted to be in the nursing field.

--Hélped make high school not seem so mandatory--you got to choose classes and they were a lot more interesting than ordinary classroom. Very helpful for people not doing well in high school. Learn a trade.

--My experience in health occupations was fantastic. I got a chance to experience first hand what hospital life can be like, in different situations--OB, surgical, peds, medical, etc. I also worked in the physical therapy and the nursing home.

--I had an excellent teacher and she encouraged me to pursue my career in nursing.

--I really enjoyed the classes and my teacher. Was involved in DECA because of the classes and thought this organization was great. Good experience.

--I enjoyed all of the business classes I took. Model office was a great help!

--The job I obtained through MCC program helped me to become more responsible and gave me excellent background experience for my future job and helped in many classes in college.

--Well worth my time.

--I found my vocational education experience to be of great benefit. I am currently majoring in business at _____ and the office education course I took got me interested in this area. I really am pleased with my decision.

--The teacher I had for DECA was a real asset in my education for the career field I chose. He was very personal with each student.

--Vocational education is very important to today's society. It helps you obtain jobs before attending college. They should be kept available, but should be upgraded in necessity.

--My teacher was very helpful and she did anything in order for her students to get an opportunity to learn.

--Vocational education has helped me pick a career choice that is working with kids--elementary education.

--I feel it was a great class to take. It was fun and I learned a lot.

--It was beneficial for jobs that I obtained while furthering my higher education at _____ in _____ (A.A.) then on to _____ (B.S.) in mass communications with a concentration in advertising.

--I loved the class, the teachers, the kids, and the people at the day care center. I learned a lot about children and enjoyed the class.

--Even though I changed my choice of occupation taking a vocational class helped me learn a great deal. The teacher was excellent and promoted the health occupation field in a positive way.

--Even though I don't use my vocational training in my career, I took it for my own personal life. I believe that this is worthwhile for any individual. It gives them some hands-on experience.

--While a student of vocational education, I was able to do some practice teaching and obtain a variety of experiences to determine a major.

--I only took one high school class so I really don't feel it has that great of influence on my current job. However, I thought the class was excellent.

--My experience was great. I had a teacher that was easy to relate to which made it easy to ask any question.

--I feel my experience at the vocational center was fun. I learned how to be patient with children. At the time I attended the school, I had planned to pursue a career in elementary education, but since then I changed into social work.

--My vocational education was a helpful experience--dealing with budgets needed in every day life.

--I took a health occupations class in high school. It got me my first good job, in the hospital. I was a nurse's aide and it gave me a lot of experience. The class gave me many opportunities to explore many areas in the health field.

--It was very helpful to me.

MARGINAL

--Typing should be a required course in all high schools, especially as word processing and the use of the computer becomes more and more popular. Accounting was helpful but not very applicable--the concepts aid one's understanding of business but are not useful, realistically, in helping someone on the job.

--Occupational child care is very useful in everyday situations. It helps me be more aware of children and their needs. Marketing and retailing I felt was a waste of time. There was too much work done for the DECA club (ex: making posters) during class time. I was not in DECA so I feel it was a waste of my time.

--I learned a lot in my vocational class. But there is too much bad feedback from the male students about women going into carpentry and welding. Unless you're a loose girl, the guys won't help make you feel welcome in their classes.

NEGATIVE

--DECA and business ed was a party, not a learning experience. Employers don't look at what you did in high school.

--I feel that my science courses in high school (biology, chem study, physics) helped me the most in college. However, in high school I feel we should be speaking more. I only made one speech.

2. Please comment about how you believe your vocational education has helped or not helped in your employment situation.

--It helped me gain a higher position as I moved from one job to the next.

--As per the office skills and training, I feel they were a great preparation; employer/employee relations could have been touched on a little more.

--I worked in a salon and it helped me. If I ever decide to go on in my education I think it will help me. With any job I feel that any of these skills will be used and I will always have them to use.

--Good--no complaints!

--I think my clerical office procedures class really helped me in familiarizing myself quickly with the procedures and equipment in my present clerical job. I hope they teach more computer, keyboarding and data entry than when I was in school.

--It has helped in many ways. I have received many of training sessions from the credit union and if I would decide to leave I know that I wouldn't have a problem getting a job at another financial institution. It has also made me aware of what I would be interested in if I should decide to go to college.

--Typing and a basic knowledge of computers has increased my productivity and thus my performance.

--I'm not looking for a secretarial job but I've used these business skills to my advantage and am now president of my sorority! I feel on the job training is much more helpful than lectures in class, especially in high school. You get an idea of what to expect in the working world if you are not employed already!

--Although my vocational experience didn't help me attain my career in the airlines, I honestly think it's a beneficial part of a curriculum to make students aware of special skills they have. I found myself really enjoying welding, small engine repair, and basic electricity and usually that isn't a common thing for a female to like.

--I believe that my vocational education has helped me in odd jobs I've had. I have worked in many different settings and felt comfortable in all of them. I feel my education has helped me to feel more at ease and sure of myself, which I believe is due to my education and upbringing.

--I believe my education has helped me a great deal in obtaining my current job.

--I believe that it will greatly influence my employment when I do get a job after I've finished pharmacy school in one year. It will help me in my interviewing skills and on the job.

--Has helped in leadership skills and employee relations.

--My vocational education gave me the backbone for the beginning of an education in business administration in a four-year university. I think my prior vocational education had given me a push to be more interested in the area of business.

--It helped me to work with people and get to know them.

--Taking health occupations opened many doors to getting a part time job while going to college. I am certified in North Dakota and, although it is not required in North Dakota, I feel it has helped me get my job. Minnesota requires you to be certified by the state of Minnesota and the class health occupations prepared me for Minnesota's test as well.

--It helped me get along with people better. It also helped solve problems without causing other problems.

--Since I'm going to be a junior in the _____ nursing program, my experience through health occupations will help me when we are in our clinicals and just in general.

--Attitude about respecting others. Helped thinking ideals for work. Helped advise some places.

--Not directly related to my career, but was very helpful in learning responsibility towards myself and other people.

--In my promotion to supervisor it helped me because I knew a little of the daily accounting forms from my marketing class. As far as employers, they don't really seem to even notice the classes. They seem to be more interested in college classes.

--It has helped me decide, before I spend all my money on a college I hated, what line of work I want to go into. It gave me the knowledge of what to expect and the type of education that I'll need.

--It helped me to decide on my career choice.

--I will graduate in May with a marketing and management degree--things learned in high school should still be helpful when starting my career.

--It would help if I was employed in the business field, but I went into photography as a sales clerk. I'm a lot more into photography now and I have loved my past two jobs.

--It has been a benefit for me and anyone who enrolls in one.

--It helped me decide on which field to enter--that being the medical field--and helped get me my present job because of my three years' experience.

--I am currently not employed but in the future I will possibly consider an office position. I enjoyed my on-the-job training experience and wouldn't mind being employed in a business office.

--The subjects were right on for a retail career and very helpful in interviews and job training. I think vocational education is extremely important in further career advancement and placement.

--My vocational education has helped somewhat in my job--but not everything I've retained is really necessary.

--The vocational education I received helped me more in nursing school than anywhere else.

--Hopefully my experience in the classroom at the high school level has helped me in how to act in front of the kids in Intro to Elem. Ed. and practicum at the college level. No employment as of yet. One year of college to complete.

--I never studied a certain field of jobs, just a lot of different aspects of the job life. It helped me to try to find the job I really wanted to do.

--I don't think I, personally, would have been satisfied with a career in the office area. But many people that I know greatly appreciated having the chance to get that extra education in vocational skills. I know secretarial skills are always nice ones to fall back on and I'm glad I have them behind me!

--As stated before, I don't believe it really relates, but the involvement with working with other people to complete something is always beneficial for your career.

--It has helped to determine how long I will be in school. It gave me more references for a resume.

--My vocational education let me experience different types of jobs, not just read about it. Even though I may not become a nurse, at least I found out that it wasn't right for me. Yet working with people was great. I'm in school now and it helped in career decisions. Plus when I was in Arizona my education got me my aide job.

--I feel it helped me deal with the children's parents and in explaining how their children progress.

--Hasn't directly affected my employment. The work I have done doesn't pertain to the classes taken.

--I got a job as a nurse's aide in the hospital. It gave me first hand experience working in a hospital. I would recommend the course to anyone.

--The vocational program has helped me in knowing how business works and how to work with people.

--It helped give me an idea of what I had to do in my job position. But there are too many special people picked by the teachers for their special on the job training instead of getting their pick.

MARGINAL

--It has helped a little because of the secretarial skills, but that's about it. I wish that I would have been more prepared for career choices.

--If a business was run like the store in high school, it would be a bad thing.

--My employment has nothing to do with children all this time.

--Classes taken don't apply to my work situation.

NEGATIVE

(No negative comments)

OPEN-ENDED RESPONSES OF FEMALE RESPONDENTS BY INSTITUTION

FEMALE - AREA VOCATIONAL CENTER

1. Please comment about your vocational education experience.

--I enjoyed all the courses I have taken and they have given me the knowledge and experience needed to obtain and keep my job.

--I experienced my education in clerical, typing, bookkeeping, consumer math, foods, housing, independent living in high school. Was very helpful in my preparation for life after school. I strongly support all vocational classes.

--Was good. Learned most from business teachers. That was what was most interesting to me.

--My vocational education did exactly what it was supposed to--being educated to be a secretary. But I found out as a single person the pay was nothing to be excited about and my horizons changed. It is very difficult to work yourself into management without at least a 4-year degree.

--The nursing program at the time I was there was far too much for the amount of time I was there. It was approximately two years' knowledge crammed into five months' schooling: six months affiliation. I wouldn't recommend the program to anyone simply because of lack of hiring to LPNs. You're best to go for your RN.

--I thought that both of the programs that I enrolled in were very educational and I would strongly recommend them to anyone.

--I enjoyed going to _____ and I really liked the instructors. They were always concerned if you didn't understand something and they were always there to help.

--Nine month course--no help in finding a job afterwards. Present job doesn't include secretarial duties.

--It helped me a lot in the computer and secretarial parts.

--My vocational education was very helpful in regards to the every day needs because I learned things like CPR which would also be helpful in community.

--It was a great learning opportunity and a way to get right into the field I was interested in without having to attend a 4-year institution.

--I had two years of health occupations and felt I learned a lot. I feel _____ is a terrific teacher. I would recommend others to take up one of the vocational programs because you can learn a lot and it can also help you to choose your college.

--I enjoyed and got a lot out of the class I took even though I didn't enter the field I was planning on.

--Thorough, yet very fast/intense.

--Friendly people, they were nice to me. It was fun to be there.

MARGINAL

--I took office education during high school just because there was no other class to take. I have not used this experience since I started going to college full time.

--I think to get a good job these days you have to have more than a high school diploma.

NEGATIVE

--Faculty was unorganized in scheduling classes in order to meet prerequisites.

2. Please comment about how you believe your vocational education has helped or not helped in your employment situation.

--The skills I learned in high school and college, especially typing, accounting and computer skills, have helped both in my job and my personal life.

--Helped become aware of office environment, proper dress codes, procedures, etc. Gave actual experience using office equipment. Gave skills to be more comfortable at job.

--Has assisted me in working with the computers. Can do filing and many things from business courses.

--My education, I feel, has aided me in finding secretarial jobs. I ran into problems of promotion--it is highly unlikely that I would be able to go very high on the executive ladder with only 12 months of higher education behind me.

--Both of the programs I attended were very helpful to me. I got my job in the Print Shop because of my education. The reason I am no longer involved in printing is because there are no jobs available in this area. Because of the education I got at _____ I was able to get some good experience also.

--I believe it will help me to obtain a job in the field I choose.

--My vocational education has helped me in my job, but I mainly do shipping and mailing. Hopefully, someday I will have different employment and will be able to use my vocational training even more.

--It has helped a lot. I know more about computers and I can go into a job with that experience.

--If it wasn't for my vocational education I wouldn't be where I am now.

--It just was helpful in basic care and needs of the residence.

--It was a benefit to me when I obtained my first job in the field, and with the experience I gained at that facility I will be able to continue my career in this field.

--Vocational education helped me to decide to further my education in the health field. I feel it helped me to learn the basics of nursing.

--Obtain LPN status.

--To get out in the world, not to be shy to people, and go get a job.

MARGINAL

--Most places hire only RNs which makes the job market. I wouldn't say just because I'm an LPN it's easy to get a job in that market. Most places hire requiring experience only or computer skills and/or clerical in which I've had no education. That should be added to the program.

--No placement after education was completed.

--It didn't help me as far as my present employment because I didn't go into the field that I was planning on while in high school.

NEGATIVE

(No negative comments)

OPEN-ENDED RESPONSES OF FEMALE RESPONDENTS BY INSTITUTION

FEMALE - 2-YEAR COLLEGE

1. Please comment about your vocational education experience.

--I think my vocational education experience was valuable and that any education is good. I was not satisfied with the jobs that were offered for the education I received, so I went back to school and received a different degree, with which I am more satisfied.

--I think _____ is a great school and I would recommend it to anyone.

--Very good education. The classes required had a broad range of educational topics. That variety of classes has helped me excel enough to take over management of our computer system.

--At _____ I learned a lot more than just the technical things. _____ and _____ taught me self confidence and set good examples on everything they taught--being organized and prepared always.

--At _____ in _____ they have a very in-depth list of courses that deal with certain vocations. I feel that these courses helped me tremendously.

--I chose vocational education because I could take the classes I wanted and obtain a degree without taking classes that I didn't feel I needed.

--Although _____ is a small school, I feel that a student gets more attention and has to work harder. I felt my teachers were excellent and I'm grateful for what they taught me.

--Felt the course and instructors were excellent. Instructors would give valuable time to those students who asked for the extra help. Instructors did their best to keep their students in class and learning.

--I feel I received an excellent education. As in any studies, you get out of it exactly what you put into it.

--I feel very satisfied with the education I received at _____. In my field it has helped to have that education behind me. This career field relies on experience or education for hiring new people.

--Overall very good. In my field, OT, the field is changing to more computer/technology and less arts/crafts based. The program at _____ needs to acknowledge and adjust to that change. Very satisfactory education.

--_____ was a very fine school. The instructors were excellent. You were not spoonfed. You were made to think for yourself.

--My school experience exposed me to on the job situations. The dental unit of _____ is a complete replica of an office.

--I have learned much more on the job, but the training at _____ helped me greatly.

--I thought that the Computer Operations area was a good one to go in to. I believe that I would be able to find a job easily if I were seeking employment.

--I loved my education and highly recommend the college I attended. High quality of education taught. That is, I would recommend my alma mater except for the particular vocation I chose. I felt that to be lacking greatly.

--I think the teachers did a good job of getting us ready for employment.

--I got a job the day after I graduated from college. I am doing just what I went for. It is just what I always wanted.

--It taught me to be more precise.

--I feel I had very good training in my field of office education.

--A majority of my teachers at _____ were very friendly and understanding, particularly _____ and _____. They both were very thorough in giving explanations and were relatively very patient.

--I started with a one-year clerical degree, then the information processing program was offered which I then completed.

--Ninety percent of my teachers truly enjoyed teaching, and tried their best to encourage educational growth and interest in the particular field they taught. Always willing to help you with questions, etc.

--I really enjoyed my classes and instructors. Some classes could be more a one-on-one teaching/learning atmosphere--which I feel was beneficial to my education.

--My course in auto mechanics was very educational. My knowledge of automobiles was very obsolete when I entered the course. I didn't even know how to change the oil; at the end I overhauled my own vehicle. I have basic book knowledge, but not the experience for trouble shooting.

--I feel my education experience was very adequate and enabled me to find a job quickly. I also feel that I would be able to get a job almost anywhere because of my good education.

--I took mostly business classes in high school, like accounting, typing, and algebra. The school was just starting to use computers for accounting and other classes in my junior or senior year, so I learned just a little about them.

--I really liked my drafting class a lot. I went through two years of college and I am not going now, but I have thought seriously of going back to school for interior design because of my drafting class.

--I feel that it was an experience that I will never regret enrolling in. I enjoy the business field and by taking those courses it has helped me enlarge my opportunities.

--I enjoyed going to _____ and they have branched out in other communities to bring their associate nurse program to us. Right now, I drive 380 miles every other weekend to attend class, and keep working full time.

--I enjoyed and learned a lot from my vocational education. I enjoyed the classes that I chose to take.

--It was very enjoyable. You really get to know your teachers and your teachers know you. Even now when I go back to see them they remember me and it's been four years. And you learn a lot actually doing everything.

MARGINAL

--I had been working part time in my field for three years before my vocational education. Much of what I use on the job I had already learned. I feel my work experience prepared me for more than school--there wasn't opportunity to get much experience in any skill, more like just an overview.

--I received no experience during high school for my present job. I received on the job training.

--Graduated from high school with very good grades; I have now attended three years of college, expecting an associate's degree in management. Also, I received military training in supply school.

--My area of interest was fine, but I did not like the school.

--My education taught me the simple rules, but I don't feel I was prepared enough for the "real world" situations.

--I attended vocational class in high school and went to college for architectural drafting. Chances of ever using the skills I have learned are very slim.

--It was very good but our equipment was out of date at that time.

NEGATIVE

--Book learning should have been stressed more. Less emphasis on programming languages and more emphasis on programming concepts.

--Waste of time and money.

--When I was in college one of our instructors was not up on his career and teaching. I know he is no longer teaching though. The tools in both my job and school training were out of date and inefficient.

--The vocational education class I took was a waste of good time and money. It didn't help get any jobs or for an advancement!

--I wish now that I would never have gotten my two-year degree in secretarial word processing as I do not care for this type of work. Very few of my classes will transfer towards another degree at _____ so I am having to start all over.

2. Please comment about how you believe your vocational education has helped or not helped in your employment situation.

--My vocational education helped me in many ways--not just to learn how to use a computer, but in how to deal with people (communication). Even though all of _____/ _____ films seemed corny at the time, they helped you to have confidence in yourself and how to attain your goals.

--It has not helped me!

--I'm learning something new every day. I learned how to get a job and be successful at it. I've also learned a great deal about computers.

--I work at a bank so I need a wide variety of skills. The machines that my high school teacher and college professors trained me on helped quite a bit.

--I work in a small business and it helps me see why things are done the way they are. My education not only helps me, but benefits my employer.

--I have used about everything I was taught. One of the first things I did was to refile a lot of misfiled documents at the bank, and relabel files. I've used a lot of shorthand, and my typing skills have improved greatly. We now have an in-house computer system so I'm still learning more each day.

--Because of my education I was able to walk into two different jobs--with no one to train me--and get things done. In my present job, I was able to see an opportunity to increase my four hour a day job to a full time 40+ position. It gave me the courage to make my position one of importance, such that at one time I did not see the manager for a three-month period, yet was able to run the business during his absence.

--It has not helped, but I live in a town where there are not many jobs.

--I have learned a lot about my career from experience I've had, but I don't think I would have learned so much without the basics I learned from _____. It has made my job much easier.

--I have found in looking for a new job my education is beneficial.

--My education helped me get a job over many other applicants. I can't afford to work at present because food service workers are underpaid and I have two small children and a farmer husband so I can't move. In our small rural area there are very few jobs and very

low wages. I know someday I will be able to regain employment and get the highest wage possible because of my education.

--Gave me the basic techniques and knowledge to enter the COTA field.

--My training helped very much in finding a job. I moved from my lifelong residence in _____ to _____ because of the nursing shortage in this state and for the high wages paid LPNs. With a nursing license in this state you can quit one job one day and have a better the next. My education at _____ definitely helped me in the job market.

--My dental hygiene education specifically trained me for my job. I was fortunate enough to get a job in an office that I liked a lot. I feel the demand for hygienists-- I've had three job offers in the past year.

--I learned the basic needs at school. Things are actually much different in an office, but school helped somewhat.

--I am not seeking employment at the time as my husband and I are engaged in farming. I do believe that I could get a good job with the education I have received.

--My education gave me enough knowledge about various subjects to advance in my job but it didn't provide me with knowledge to enter into my chosen profession. This is partially due to the lack of programming positions in my area (small town).

--I believe my training has helped me advance in my work.

--It has helped 100 percent for it's what I have always wanted to do. I recommend your school to anyone!!

--It confirmed what I should <u>not</u> go into.

--I am aware of what I learned but I, after going to college and learning more, am no longer interested in what I went for. But if something came up that I had to use it it will be there. Make sure the students are deeply interested in the <u>programs</u>.

--If I hadn't taken the program I wouldn't have had any of the jobs I've had.

--I was able to fit right in with my job because of the good training I received.

--Obviously, if it weren't for my secretarial classes at _____, I would not be where I am today. The classes are very well presented and gave me a solid foundation in which to start my career.

--My education at _____ did help me get my first job in _____. It was a good job and the pay and benefits were very good. I had to give this job up as my husband and I moved to _____ so my husband could get his four-year degree from _____ in EEE. I've recently decided to go back to school (_____) as I do not care for secretarial/office work. It's very boring!

--I believe a person needs some sort of college or vocational education experience to obtain and advance in a job.

--I could not get a job with a lawyer because I had no "experience." I do feel, though, that my degree was very instrumental in my receiving the position with the public schools as administrative assistant secretary.

--It helped me get the job of reconditioning used cars because I had to have basic knowledge of autos. I've changed my career since then and have taken a course in airline and travel and am currently working at a major airport and loving it!

--I received full time employment through my vocational classes and because of that job and experience I got where I am today.

--Instructors keep very up-to-date on new information and nursing material. School has a good reputation for good students with good education.

--I learned good basic business skills, but didn't learn to handle the pressure of doing a lot and getting it done on time. The school work had to be done on time, but working in an office is a very different kind of pressure, that I hadn't learned to cope with.

--My vocation of business classes has helped me greatly not only by teaching me various skills needed for my job, but also in dealing with co-workers and the public on a businesslike, but friendly, way!

--I enjoy being an LPN, but I feel we don't get credit for what we do know being North Dakota has gone to the two-year or four-year RN. I feel North Dakota has made a large mistake that will contribute to the already nursing shortage, and low wages.

--I believe it has helped me a great deal. It got me where I am today and I enjoy my job a great deal.

--I believe it has really helped in my first job because I knew enough about camera-work, etc., to learn more on the job and they taught such a variety of things so you can really do almost anything you want with your career.

MARGINAL

--Most of the positions I've applied for required someone with more experience. More "on the job" training (internship) would have been helpful. The unemployment rate in this area is fairly high.

--I have not had a job pertaining to my vocational training.

NEGATIVE

--The vocational education program seemed to help only who they wanted to help. There are a lot of people like myself who have the college degree but can't find a job, who desperately need a job. I hope the program puts forth more hard work and improvement for future students so that they are not as unsatisfied as I am.

--Again, as above (vocation she chose she felt to be lacking greatly). All of my surrounding, supporting classes and education were great. But my "medical record courses" were very poor--which were to be the most important classes in my education. If it hadn't been for my internships I would be very lost and unprepared as to what to expect when employed.

--It hasn't helped get a job. You would be better off starting at the bottom and working into a management position than going to the vocational classes.

FEMALE - OTHER

1. Please comment about your vocational education experience.

--I do not have any vocational education experience. I obtained a Bachelor of Science degree in social work from the _____ in _____.

--I gained wonderful information from my occupational child care. I recommend this class to every male and female high school student. My distributive education class taught organization and responsibility.

2. Please comment about how you believe your vocational education has helped or not helped in your employment situation.

--It helped develop my writing skills and organizational skills.

--Not applicable though I do feel high school did not prepare me for college. It's the experience that students need today, not just the extensive book material.

--My child care class was responsible for me being hired as a governess or not.

APPENDIX F

RESPONSE OF MALE GRADUATES
PRELIMINARY ANALYSIS OF THE
COVE SURVEY OF MALE VOCATIONAL PROGRAM GRADUATES

PART I

1. The vocational program I completed helped me:

			PERCENTAGE				
			SA	AG	DI	SD	NA
a.	obtain a job.	HSM	37	30	9	1	22
		VCM	44	41	4	0	11
		COM	52	36	5	2	6
b.	advance in my job.	HSM	22	41	14	1	21
		VCM	41	44	4	0	11
		COM	22	50	13	5	11
c.	learn the technical skills required for entry into my job.	HSM	41	30	11	3	16
		VCM	67	30	4	0	0
		COM	34	55	6	2	3
d.	learn the technical skills necessary to advance in my job.	HSM	28	33	14	1	24
		VCM	52	41	4	0	4
		COM	28	45	20	0	6
e.	learn how to get along with the people I work with on my job.	HSM	17	59	13	4	7
		VCM	19	52	26	0	4
		COM	10	54	27	3	6
f.	learn how to perform my work accurately.	HSM	28	58	7	1	7
		VCM	26	67	4	0	4
		COM	27	63	8	0	3
g.	learn work habits (being on time, not being absent, etc.).	HSM	24	57	11	4	5
		VCM	30	52	15	0	4
		COM	23	52	22	2	2
h.	learn how to solve the problems I deal with on my job.	HSM	33	46	11	1	9
		VCM	33	56	7	0	4
		COM	22	53	23	0	2
i.	earn a higher income than others who did not receive similar training.	HSM	17	22	22	13	25
		VCM	30	30	19	15	7
		COM	17	31	31	13	8
j.	become more aware of how my productivity helps my employer carry out his/her responsibilities.	HSM	24	53	7	4	13
		VCM	26	52	11	4	7
		COM	16	56	24	0	5

k. become aware of career options in becoming self-employed.	HSM	28	53	8	5	7
	VCM	30	44	7	4	15
	COM	14	48	23	5	9

2. My overall educational program helped me learn:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. the math skills required for me to do my job.	HSM	25	49	14	3	9
	VCM	30	41	19	0	11
	COM	16	59	11	6	8
b. the reading skills required for me to do my job.	HSM	20	45	22	3	11
	VCM	30	33	26	0	11
	COM	9	44	31	3	13
c. the writing skills required for me to do my job.	HSM	21	46	22	3	8
	VCM	26	33	26	4	11
	COM	8	44	30	3	16
d. the speaking skills required for me to do my job.	HSM	20	53	16	3	9
	VCM	15	48	22	0	15
	COM	8	48	22	3	19
e. the computer skills required for me to do my job.	HSM	9	26	14	18	32
	VCM	11	30	15	11	33
	COM	6	17	27	19	31
3. Working conditions in my classrooms, labs, and/or shops were similar to those found in my workplace.	HSM	17	47	13	7	16
	VCM	19	56	7	11	7
	COM	16	53	17	5	9
4. The tools and techniques that I used in my vocational program were similar to those I use in my job.	HSM	21	55	7	4	13
	VCM	30	63	4	4	0
	COM	23	61	9	2	5
5. My vocational teachers were up-to-date in the knowledge and skills of their subject areas.	HSM	41	50	4	3	3
	VCM	41	56	4	0	0
	COM	39	50	9	2	0
6. My vocational program trained me specifically for my first job.	HSM	25	24	20	11	21
	VCM	22	52	15	7	4
	COM	25	30	31	9	5
7. My vocational training has helped me to maintain employment.	HSM	20	45	5	4	26
	VCM	30	52	4	0	15
	COM	25	44	17	2	13

8. Membership in a vocational student organization helped me learn the leadership or other skills I use in my job.	HSM	28	35	16	5	16
	VCM	15	46	12	8	19
	COM	13	31	23	8	25

9. If I could begin school all over again, I would:

		PERCENTAGE				
		SA	AG	DI	SD	NA
a. enroll in the same vocational program.	HSM	53	31	7	8	1
	VCM	41	33	19	7	0
	COM	38	27	23	10	2
b. enroll in a different vocational program.	HSM	16	31	30	13	11
	VCM	27	36	14	14	9
	COM	14	25	38	13	11
c. not enroll in any vocational program.	HSM	0	5	17	67	11
	VCM	0	0	19	43	38
	COM	9	7	29	33	22

10. At anytime during your school experience, did you ever seriously consider dropping out of school?

Yes	HSM	3%
	VCM	8%
	COM	5%
No	HSM	97%
	VCM	92%
	COM	95%

		PERCENTAGE			
		SA	AG	DI	SD
If "yes": my vocational program and/or vocational instructor played a significant part in influencing me to stay in school.	HSM	33	33	17	17
	VCM	50	25	0	25
	COM	0	0	25	75

11. I would recommend my vocational training to others.	HSM	58	32	7	1	3
	VCM	52	37	4	4	4
	COM	44	48	8	0	0
12. In relationship to my expectations, I am satisfied with my career choice.	HSM	39	41	11	1	8
	VCM	48	37	15	0	0
	COM	30	45	16	5	5

PART II

1. At what institution did you complete a vocational program?

high school	HSM	100%
	VCM	56%
	COM	39%
area vocational center	HSM	19%
	VCM	100%
	COM	9%
2-year college	HSM	33%
	VCM	22%
	COM	100%

2. Vocational education program(s) completed.

1. Agriculture	HSM	11%
	VCM	4%
	COM	6%
2. Marketing Education	HSM	0%
	VCM	0%
	COM	0%
3. Health Occupations	HSM	3%
	VCM	0%
	COM	0%
4. Home Economics	HSM	0%
	VCM	0%
	COM	0%
5. Business and Office Education	HSM	6%
	VCM	0%
	COM	2%
6. Industrial Arts	HSM	1%
	VCM	0%
	COM	0%
7. Trade and Industrial	HSM	47%
	VCM	74%
	COM	84%
8. Special	HSM	0%
	VCM	0%
	COM	0%
9. Combination (more than one)	HSM	21%
	VCM	15%
	COM	5%

3. Please describe briefly your work history for the past three years.

3a. First job

Related to field	HSM	54%
	VCM	71%
	COM	85%
Peripherally related	HSM	15%
	VCM	13%
	COM	10%
Not related	HSM	7%
	VCM	4%
	COM	2%
Not applicable	HSM	24%
	VCM	13%
	COM	3%

3b First Job -- Time on this job

6 months or less	HSM	29%
	VCM	27%
	COM	16%
More than 6 less than 1 year	HSM	4%
	VCM	0%
	COM	7%
More than 1 year	HSM	20%
	VCM	19%
	COM	24%
Presently still at this job	HSM	47%
	VCM	54%
	COM	53%

3c. First Job -- Beginning wage

Average HSM = $5.57 per hour
VCM = $6.13 per hour
COM = $6.77 per hour

$1.44-$3.34	HSM =	2%
	VCM =	0%
	COM =	2%
$3.35-$3.64	HSM =	20%
	VCM =	12%
	COM =	5%
$3.65-$4.99	HSM =	28%
	VCM =	29%
	COM =	20%
$5.00-$7.99	HSM =	31%
	VCM =	35%
	COM =	46%
$8.00-$11.99	HSM =	13%
	VCM =	18%
	COM =	20%
$12.00 or more	HSM =	6%
	VCM =	6%
	COM =	7%

3d. First Job -- Ending wage

Average HSM = $7.38 per hour
VCM = $7.48 per hour
COM = $9.32 per hour

$1.44-$3.34	HSM =	0%
	VCM =	0%
	COM =	0%
$3.35-$3.64	HSM =	2%
	VCM =	6%
	COM =	2%
$3.65-$4.99	HSM =	22%
	VCM =	24%
	COM =	15%
$5.00-$7.99	HSM =	39%
	VCM =	35%
	COM =	24%
$8.00-$11.99	HSM =	22%
	VCM =	18%
	COM =	30%
$12.00 or more	HSM =	15%
	VCM =	18%
	COM =	30%

3a. Present job related to vocational field

Related to field	HSM	56%
	VCM	71%
	COM	74%
Peripheral related	HSM	14%
	VCM	13%
	COM	17%
Not related	HSM	8%
	VCM	4%
	COM	5%
Not applicable	HSM	23%
	VCM	13%
	COM	3%

3b Present Job -- Time on this job

6 Months or less	HSM	19%
	VCM	12%
	COM	3%
More than 6 less than 1 year	HSM	0%
	VCM	0%
	COM	2%
More than 1 year	HSM	1%
	VCM	0%
	COM	2%
Presently at this job	HSM	80%
	VCM	89%
	COM	93%

3c. Present Job -- Beginning wage

Average HSM = $6.15 per hour
VCM = $6.81 per hour
COM = $7.51 per hour

$2.75-$3.34	HSM =	6%
	VCM =	6%
	COM =	4%
$3.35-$3.64	HSM =	14%
	VCM =	0%
	COM =	0%
$3.65-$4.99	HSM =	14%
	VCM =	12%
	COM =	13%
$5.00-$7.99	HSM =	42%
	VCM =	53%
	COM =	46%
$8.00-$11.99	HSM =	14%
	VCM =	24%
	COM =	24%
$12.00 or more	HSM =	8%
	VCM =	6%
	COM =	13%

3d. Present Job -- Ending wage

Average HSM = $8.10 per hour
VCM = $8.30 per hour
COM = $9.86 per hour

$2.75-$3.34	HSM =	0%
	VCM =	0%
	COM =	0%
$3.35-$3.64	HSM =	1%
	VCM =	0%
	COM =	0%
$3.65-$4.99	HSM =	17%
	VCM =	18%
	COM =	15%
$5.00-$7.99	HSM =	39%
	VCM =	41%
	COM =	21%
$8.00-$11.99	HSM =	27%
	VCM =	24%
	COM =	30%
$12.00 or more	HSM =	17%
	VCM =	18%
	COM =	34%

4. Present employment status

a. Employed full-time (40 hours or more per week)	HSM	61%
	VCM	67%
	COM	78%
b. Employed part-time (30 to 39 hours per week)	HSM	4%
	VCM	4%
	COM	2%
c. Employed part-time (20 to 29 hours per week)	HSM	3%
	VCM	4%
	COM	5%
d. Employed part-time (19 hours or less per week)	HSM	5%
	VCM	0%
	COM	0%
e. Self-employed	HSM	15%
	VCM	19%
	COM	8%
f. Unemployed and seeking employment	HSM	12%
	VCM	7%
	COM	8%

5. State in which presently employed

North Dakota	HSM	71%
	VCM	81%
	COM	64%
Minnesota	HSM	9%
	VCM	0%
	COM	13%
South Dakota	HSM	1%
	VCM	4%
	COM	8%
Montana	HSM	3%
	VCM	4%
	COM	2%
Other	HSM	16%
	VCM	11%
	COM	13%

6. If unemployed, please check the major reason why.

a. Salaries are too low in the vocational field for which I prepared.	HSM	0%
	VCM	0%
	COM	0%
b. There are too few openings in the field for which I prepared.	HSM	6%
	VCM	0%
	COM	30%
c. I am unwilling to move to an area where jobs are located.	HSM	0%
	VCM	0%
	COM	0%
d. I need more education to qualify for the job I want.	HSM	0%
	VCM	0%
	COM	0%
e. I am not actively seeking employment	HSM	0%
	VCM	0%
	COM	0%
f. I am currently enrolled in further education.	HSM	83%
	VCM	100%
	COM	70%

Are you enrolled:		
in a 2-year college or university	HSM	9%
	VCM	15%
	COM	0%
in a 4-year college or university	HSM	40%
	VCM	27%
	COM	52%
part-time	HSM	0%
	VCM	15%
	COM	10%
full-time	HSM	31%
	VCM	15%
	COM	29%
in a program related to my vocational program	HSM	20%
	VCM	27%
	COM	10%

PART III: DEMOGRAPHIC INFORMATION

Sex:

Male	100%
Female	0%

Present Age: Average of Respondent

HSM = 22.92 years
VCM = 23.59 years
COM = 25.02 years

Size of company in which employed:

1-5 employees	HSM	26%
	VCM	39%
	COM	19%
6-25 employees	HSM	29%
	VCM	26%
	COM	23%
26-50 employees	HSM	5%
	VCM	9%
	COM	5%
51-100 employees	HSM	6%
	VCM	4%
	COM	5%
over 100 employees	HSM	34%
	VCM	22%
	COM	48%

Size of Community in which employed

less than 2,500	HSM	18%
	VCM	21%
	COM	18%
2,501-10,000	HSM	18%
	VCM	33%
	COM	30%
10,001-50,000	HSM	28%
	VCM	17%
	COM	26%
50,001-100,000	HSM	22%
	VCM	21%
	COM	16%
over 100,000	HSM	14%
	VCM	8%
	COM	10%

Highest educational level:

less than high school	HSM	0%
	VCM	0%
	COM	0%
high school diploma	HSM	28%
	VCM	31%
	COM	0%
some college, no degree	HSM	25%
	VCM	23%
	COM	15%
Associate of Arts/Science	HSM	40%
	VCM	42%
	COM	82%
Bachelor of Arts/Science	HSM	7%
	VCM	4%
	COM	3%

State in which you reside:

North Dakota	HSM	77%
	VCM	81%
	COM	66%
Minnesota	HSM	5%
	VCM	0%
	COM	13%
South Dakota	HSM	1%
	VCM	4%
	COM	8%
Montana	HSM	3%
	VCM	4%
	COM	2%
Other	HSM	14%
	VCM	11%
	COM	11%

OPEN-ENDED RESPONSES OF MALE RESPONDENTS BY INSTITUTION

MALE - HIGH SCHOOL

1. Please comment about your vocational education experience.

--Some of the programs that were offered in high school were just beginning. The teachers did a good job in getting what they know across to the students.

--It has helped in some of my classes I am taking.

--Things I wish I'd done in high school would really learn was math! and English! I feel this is really important. Math would help you more learn how to mark up prices, how much profit you're making! Geometry would be good one also for learning how to measure! English would help you write letters and spell. Be honest with vocational training--it's great! For the basics, honestly thinking about taking a correspondence course in my field of work! It would help me move up! All my experience is on the job training! And I enjoy my type of work. I guess I'm just lucky because I got to work my job for a couple of years first before I go to school for it. The most important thing I can say is for kids to take high school more seriously and think about the future!

--I feel the vocational training I received through _____ high school, specifically _____, has helped me advance in the field of study I have chosen. Recently, I graduated from DeVry Institute of Technology in _____ with a Bachelor Degree of Science in Electronics Engineering Technology and feel I owe my interest in the field to _____. Instead of making electronics a boring subject, _____ taught us in a way that made me want to learn. When I graduated from high school it was like breaking up a family because of the care and help _____ provided. I owe a lot to the vocational training I received at _____.

--I feel vocational agriculture was a great asset to me as well as FFA. I had planned on being in agriculture and it further strengthened my future plans.

--Excellent experience.

--It was fun, interesting "most" of the time, and very helpful.

--I would strongly recommend that the incoming freshman enroll in Vo-Ag and take a few classes every year because it really is a learning experience.

--Vo-Ag was one of the most useful classes I took in high school. It was also one of the classes that let you show what you could do as a person and not as a student.

--Welding has helped.

--Since I was an officer in VICA it gave me leadership training. It also gave me mechanical sense on how things work.

--Very challenging. My vocational teachers put no limit on the amount of technology that I could acquire while attending these programs.

--I really enjoyed my vocational education experience. The teacher was super--but what they really needed was more organization among the students in the class and statewide.

--Educational

--I really enjoyed my experience. I think vocational classes should be a requirement. They teach you a skill, not just empty knowledge. English and science are important, but you can't really do anything with that basic education.

--It was very informative and helped me with every day situations.

--I worked in an elevator as a bookkeeper for one year as a senior in high school and the summer afterwards. It was well worth it. I'd do it all over again in a second.

--Good!

--_____ has an excellent vocational program.

--It was a great time for learning and growing up.

--Health occupations provided the skills necessary to obtain employment as a nursing assistant and also a good overview of the health care professions.

--I learned how to run all kinds of equipment like saws, welding, wiring electricity. But most important is that I learned more about <u>safety</u> to help me run the equipment better.

--Vo-Ag in high school. Very active in FFA.

--Very helpful in my life. Gave a view of the outside working world.

--It was fun and interesting. I learned a lot from the classes I took.

--My Vo-Ag classes gave me a wide base of vocational experience which I can use for the rest of my life.

MARGINAL

--Would have liked to have had a little business, marketing, or economics background (agriculturally-related) before entering college. It would have helped a lot.

--It helped me out a little, but mostly I did it on my own.

NEGATIVE

--Lacks specifics--give students opportunity to learn a specific field.

2. Please comment about how you believe your vocational education has helped or not helped in your employment situation.

--One thing they understand when they find the job--do your best; learn what you can! Me, for example, all the parts training I had--cars and light truck--the basic engine groups, mainly gasoline. All parts for the company I work for now are diesel! Experience from this other place helped me find this job. Yes, I'm making more money than I ever did before! For 23 years old and no college I'm doing all right! Parts manager hired me and asked me if I'd be willing to learn! Yes, I'm this type of person. If I don't learn something new every day I'm not learning!

--Because of my recent graduation, I am in the process of finding a job. I feel when I receive a job my learning experience will help greatly.

--Vocational agriculture helped me develop job skills and tasks that I perform in my own work.

--Hands-on experience; leadership ability.

--Experience received, but I wish I had applied myself more.

--I am presently a salesman, and the vocational education I had taught me how to be a better salesman and that's what I go for is to be the best!

--Vo-Ag has helped me to be able to repair and maintain the machinery I use on my farm, and also showed me how to work with others.

--Welding has helped.

--Since I was an officer in VICA it gave me leadership training. It also gave me mechanical sense on how things work.

--I went to _____ and majored in industrial technology. I am now running my dad's dairy farm/feedlot with an understanding of industry that far surpasses my fellow farmers who I compete with. My whole educational roots and knowing what I liked came from the vocational school at _____.

--Will to find a job.

--It did.

--It hasn't really helped me to get my job, but it gave me a foundation to build from to get the education I needed to be a highly skilled nationally registered paramedic.

--My employment dealt with anything from blocking trailer houses to replacing a third member on a truck. So my vo-tech education gave me some knowledge and confidence to feel confident on the job.

--The part-time job I have now while finishing college is much like my vocational job. For this job I have now my vocational job has helped me relate to people better. And hopefully when I'm through with college the business experience gained from my vocational job will help me attain, keep and perform well on my job.

--Not that much in my job since I am in the Air Force, but it helped do all my own remodeling to my house.

--Health occupations helped me obtain a job which has helped me through undergraduate school and provided information which helped me make my career choice. I am now in graduate school in an area I would probably not have considered if I hadn't taken health occupations.

--I lived in a city all my life; without a vocational education I wouldn't know the first thing about farming. Now I can and have worked for a farmer, helped me work on construction because of the shop experience I received.

--I learned how to get along with others and some important skills that I feel are beneficial to my remaining employed and finding other jobs in my career interest.

--Helped to understand basic trades and skills.

--The experience I received from the school is very helpful in the job market. The education is important in all phases of work.

MARGINAL

--It helped with interaction and personal skills, as well as mechanical skills. It did not help at all in the area of agribusiness (we had no background of it in high school).

--My drafting experience has only helped in a small way. I have used it for drawing advertising logos and floorplans. But it does not directly affect my job. I'm employed with _____.

--It hasn't helped but it might!

--I have not really had to apply my vocational ed as of yet.

--It helped me in being able to do some of the things I am required to do but it hasn't helped me advance as far as I would like to.

--The high school vocational classes can get you an entry level job but you must go to college if you want to be advanced in your job.

NEGATIVE

--My teachers had a hard time explaining how to rebuild and demonstrated the skill in different trade. The teachers should care more about their students and not just a job.

--Has not helped me in any way!

OPEN-ENDED RESPONSES OF MALE RESPONDENTS BY INSTITUTION

MALE - AREA VOCATIONAL CENTER

1. Please comment about your vocational education experience.

--Best training I could have had to do my job.

--I wish I would have had more.

--My educational experience was rewarding because I put time into my studies and had no problem landing a job. Of course, I had to move out of state to take on a job, as North Dakota is limited in the electronics field.

--Very good learning experience. Had hands-on training, learned to work with other people, learned responsibility, and what to expect in the working world.

--My welding skills have helped in machinery repair. Vo-ag skills have helped with all farming and ranching problems.

--I took auto mechanics in high school and really enjoyed it. I think vocational education is good in high school because a person can find out what his interests are before college; saving time and money.

--Vocational education was a great experience for me. I took one of it in high school along with regular high school classes. Vocational experience will always have and need a place in society today and tomorrow.

--Was a good experience. Learned a lot about the basics which gave me a good start on the job.

--Vocational education experience helped me out a lot for my kind of work I do on the farm.

--My education at vocational education is very valuable to me. It was my stepping stone into college where I was ahead of most people because of my knowledge I received at vo-tech.

--It is a good class. The teacher helped out with everything, and he let us spend enough time doing things so we would learn it.

--Good experience, but if I had a chance to do it over again, I'd choose a different class, one with more career options.

--Helped to learn better ways of working and working with fellow employees.

--It helped me to advance and better myself.

--It was a real learning experience. I learned the essentials to build and finish a house which has helped me in my part-time carpentry business.

MARGINAL

--Two years vocational schooling is good but it's not enough.

NEGATIVE

--Business program really needs improvement. _____ and _____ (at _____) definitely need improvement in their classes.

--I didn't enjoy it, was broke bad. But I knew ANG was going to hire more, so I stuck it out.

2. Please comment about how you believe your vocational education has helped or not helped in your employment situation.

--I got hired right out of school at _____ in 1985. My training in welding at _____ really helped me at _____.

--Showed me how to use my hands.

--Vocational education has helped in the job world in what to expect and how to handle it.

--Has given me experience in my job and in life.

--I would say only good things about my vocational education. It prepared me just fine for my job. I feel this way with any education. If a person puts some time and effort into their field of studies and gets good grades, they generally are pretty well prepared for the line of work for which they were studying.

--Working with other people, and skills used every day like math, also things not used every day like blueprint reading. I enjoyed the class very much.

--If not for vocational education I would be broke in today's agriculture industry.

--Vocational education helped me learn how to do my job and how to get along with others.

--It has helped me a great deal. Vocational is hands-on. I know you should always have a mixture of vocational and regular classes to get a feel for future employment and life.

--Helped me learn how to be responsible and how to help myself.

--I believe that the vocational education experience has helped me to own my own farm. I'm very pleased to have had the vocational education I got. It helped me a lot!

--I am still going to school but my vocational education will have a great deal to do with my employment in the future. This is a very excellent program. Please keep up the great work!!

--It is almost just like the job you will work at. You get a good start on every job in the field.

--ANG came to me and hired me. Out of thousands of applications.

--It helped me learn the job skills for my first job, plus it's something a person will know for a long time.

--For a custom combining work it has helped a lot and recommend it to anybody.

--I am a part-time self-employed carpenter so my vocational education has helped me a great deal. When one works for himself he needs to know the trade because there is no one above him to give him advice.

MARGINAL

--I was hired as an assistant manager in a retail store because I had a degree, but my schooling didn't help with the job that much.

--Should have more instructors to help in the fields to work more with students or smaller classes.

NEGATIVE

(No negative comments)

OPEN-ENDED RESPONSES OF MALE RESPONDENTS BY INSTITUTION

MALE - 2-YEAR COLLEGE

1. Please comment about your vocational education experience.

--I think the vocational education I got greatly prepared me for the field in which I wanted to enter. The instructors were well qualified in their fields.

--My vocational work taught me to work with my hands well, but I needed to see more people so I changed careers.

--Helped do most repairs on farm doing with welding and metals.

--Good experience; enjoyed the experience.

--I feel that the training I had in ag class has helped me in my work around the farm. This is a very worthwhile program.

--My experience has taught me many valuable things for my career. I learned the responsibilities it takes and work to succeed in my job.

--I really enjoyed things that were shown and taught in the classroom, shop and outdoors. I feel I was very lucky to have such an exceptional vocational education and do hope as much as possible others can receive from it as I did.

--My learning experience in Vo-Ag in _____ was one of the best things for me to come from my high school education. I feel it helped make a choice in going to college and contributed to skills I have today.

--It was a very good experience for me! I would do it again if I could. But the market was flooded with diesel mechanics when I graduated.

--I do not regret going to school at _____ because I liked it there. I learned a lot there and it helped give me hands-on experience to help get a job. The teachers in my curriculum were very good also.

--My education experience at _____ was a great aid in obtaining my first job. My employer was happy with the skills I was able to perform. I have since changed my career goals.

--I enjoyed going to _____. I learned a lot of responsibility and learned a lot about auto mechanics. Your school has the best placement program I have seen.

--The teachers knew their material and tried to help you along as best as possible. It was a good on the job type atmosphere. You had a good idea what to expect and what your employer expected of you.

--I feel it has helped me obtain and excel in my field. The program was well known throughout the upper midwest and had a very good reputation. We currently have two other _____ school graduates working with our company.

--It was the best two years of my life so far. Learned a lot about my job and people.

--I thought more attention should be given to how the actual drafting work will look out in the "real world." Most everything was exceptionally good throughout the program.

--The first year of my two year program was very demanding, requiring 4 to 5 hours of study per night after 8 hours of classes. But it was all worth it, for my second year was less hectic and I was able to obtain the grades I wanted which I feel got me my job today.

--Great school _____.

--I believe the education I received at _____ prepared me well for my current job. I was, however, disillusioned at how few of my credits will transfer to other institutions for electrical engineering, which has a lot of the same curriculum.

--At _____ I received extra help from my instructors. They were all very helpful and supportive.

--It was an enjoyable experience, because of the small college atmosphere.

--I graduated in May 84. The program I thought was well organized and somewhat up to date. I feel that first year should of concentrated more on solid state technology rather than tubes. For my job deals with processing and theory in solid state electronics.

--Very good. Well rounded curriculum. Fun atmosphere both in and out of school. Could have used a technical writing course.

--Excellent school (_____). Gives you a jump on others. But with today's economy, construction is really slow.

--My vo-tech training gave me a broad study in the field of electrical technology. The teachers were very knowledgeable in all areas. I believe I went to the best vo-tech in the upper midwest--_____.

--It covered a broad area of the electrical field. Exposing you to all areas of the profession. Giving you a choice varying from a common laborer to sales, manufacturing and design of products and testing.

--I went to a four year college for one year and hated it. The students did not get to touch a piece of equipment for the first two years. It was all theory. When I started at a vocational school, I got good hands-on experience the first day! It is very important for students to see and feel how things work, not just read about it.

--It was enjoyable and demanding. Good preparation for meeting schedules required for the actual job situation.

--My education received from _____ exceeds the education received from other schools of my co-workers. Where I work, about 70% of the people went to _____. A two-year degree is a great way to get started in any profession.

--I feel that the vocational class has helped me working on the farm. Vocational classes are very worthwhile.

--You learn the basics in working fundamentals.

--I enjoyed my high school vocational program. I think it prepares you for future schooling and limited job openings.

--My schooling just prepared me for college. I have one year left for a math major and computer science minor. My opinion, more computers should be offered in _____.

--It's good experience. Everyone should have some kind of background to fall back on. I enjoyed it. Well worthwhile.

--I'm quite glad to have chosen the power industry as I'm proud to be living in North Dakota as it has more to offer than a lot of other states.

--It was an informative experience. It taught me to be responsible and punctual.

--With the process plant course I was able to get on at ANG.

--Very satisfied.

--I think that overall _____ has a good electrical program. Power lab could be emphasized more.

--I had auto body in high school for two years. I had welding and robotics for two years in college. Now I am a pipe welder in Denver, CO. Both auto body and welding help me with my job.

--I thought it helped me a lot. _____ and the other teachers did an excellent job of teaching students.

MARGINAL

--I have changed from farming to business and continuing my education. I am not employed in the field I studied in.

--Was taught the basics. Enough to be considered for a job.

--The school had a good program, although they could have had more equipment. Some instructors were good; some should never have students in front of them. Should have more education on the business end of it.

--Very good. Glad I went to _____. I wish now it would have had more electrical and computers.

--The petroleum tech course was excellent at "its time." Great expectations from the college. It did give the essentials to obtain my job. But the curriculum was entirely different than what my job entails.

--About half of it I can't use in my field unless I go back to school and take up engineering.

--The teachers were smart but couldn't teach. They need more instructors that can get the subject across to the students. The variety of material was good, but not enough on one subject to really learn a lot about it.

--Needs to use state of the art equipment and train for more hands-on work.

--My first year was tough and I didn't do so well but my second year I received a 4.0 and have been doing well ever since. The problem my first year was primarily due to the unconcern of my teachers.

--When I was in welding in 1983 the welding program was excellent, but after 1983 they cut some of the program and it wasn't nearly as good. In 1984 I had auto mechanics. It was all right but there were many ways it could have improved, like more hands-on experience, touch on more than just the basics, and not having to go too in-depth for just the first year program.

NEGATIVE

--There was not enough math taught; math is something that can always be used.

--We had to buy $2000 worth of equipment and did not need half of it; it was $1000 of waste.

2. Please comment about how you believe your vocational education has helped or not helped in your employment situation.

--I think that more credits should transfer to universities from _____. My degree helped me get the job I have today. But without a B.S. a person does not get the chance to become a manager/supervisor.

--The education has helped a great deal. You cannot go out and get a job unless you have had some of the school it takes.

--I believe that it helped me gain more control of what I can do for myself as well as helping others.

--I believe it has enabled me to perform in college skills like welding and bench shop to a better degree than if I were never exposed to these skills in employment.

--The writing skills I learned at _____ helped as well as the math and English. Also the phycology class helped some.

--My education at _____ helped me get a job, along with raises because of the knowledge I had received.

--I think it definitely helped although on most things we worked on they only touched on the subject and when you get on the job you pick it up faster because you have seen it before although you didn't know how it worked until you get out on the job.

--I interviewed with this company at _____.

--It has helped me to better understand background in my career.

--It helped me understand the basics of auto body repair. By knowing the basics you can advance in your field fast as you learn on the job. You can get in there and get the job done.

--The experiences at _____ as a whole were excellent besides classroom, but also the job working with college was helpful. It has given me confidence and set up ideals for which I use in business practice every day.

--It has greatly had an influence on my attitude and working habits all of which I feel are very good.

--It touched on many different areas in my field of business and helped me relate somewhat to people.

--It gave the initial education for landing that first job. Most employers want to train you as they want you to be trained. As Mr. _____ said, a "working knowledge."

--It helped in educating me in a field that is improving and always coming out in new developments. It taught me the basis from which I can now learn and understand the different aspects of my job which deals a lot with my field--electronics.

--Has helped my job as well as my lifestyle. Wide range of topics covered and very well balanced curriculum.

--The technical knowledge I received at _____ has very adequately provided me with the job skills I need to perform my job.

--Without my education I would not have the technical skills to qualify for my job.

--My education has opened many doors to the business community.

--It got my foot in the door and then I had the opportunity to show them what I could do. _____ gave me a good education.

--I moved up the pay scale faster because of my schooling. My bosses were really impressed with my knowledge in the electrical field.

--It has helped by getting me a job but I learned more on the job in three months than the two years I was at _____.

--My vocational education looked good on my resume, but I was hired because they heard I was a hard worker.

--Because of the wide exposure of my field, I have been able to adapt to various positions in my field. I started as an apprentice electrician and now I'm in the designing and processing of blueprints of million dollar jobs.

--When I am called to fix a piece of equipment, I think about how to fix it in terms of an electrician. School has taught me to use my solid electrical theory schooling when analyzing a problem. The name of the school on my resume got me my job, but the work I have done since because of my education has kept it.

--My vocational education was diversified to allow for a couple of different choices as to specialize in different types of construction related fields.

--My employer selects many people from _____.

--I have to run lots of machines (saws, sanders, sheet metal sheers, electric notchers), and they teach you safety first.

--In preparing for college. My writing and reading skills were poor. But my math was great. My vocabulary (dictionary--terms) were not too advanced.

--It's nice when you can fix and repair all your own equipment. That makes my job a lot easier and better.

--I wouldn't have been hired at my present job if it weren't for power plant tech because a friend of mine worked for the same employer as I before going to school and had more experience than I at former job, but being as I had power plant schooling they hired me because I could be used for two different jobs.

--My vocational education taught me the basics of my field which is what they should do. It could go into more detail in some areas, but all in all it helped me in my field of employment.

--It helped me by giving me a diploma. I had the skill but no degree.

--Wouldn't have gotten my job or the salary I'm making without my education.

--I would not have my present job if I hadn't gone to vo-tech.

--My vocational education was the primary factor to receiving my first electronics related job.

--If I wouldn't have had welding and got my AWS certification, I wouldn't have had a chance to get the job. And auto body helped me come up with different ideas to repair the bad pipe.

--They had both helped me in my job--more the welding program than auto program because I ended up going into a diesel mechanics field with welding qualified.

--Helped because companies were hiring from power plant tech.

MARGINAL

--This does not fit my situation. I work on the family farm and attend school full time.

--Vocational education gives an accelerated learning of skills in a rather limited occupation. Two areas lacking in my vocational education were English/communication skills and math skills. Some basic introduction to computers and their impact on society would have been helpful.

--My AAS degree helped me obtain the necessary basics of electronics which I needed to obtain a job, but it by no means advanced my skills as a technician. This, I believe, can only be obtained by experience. I obtained my job on my own drive and initiative. Not placement department.

--I believe that there should have been less emphasis on math and equations and more on "hands-on experience." Such as residential wiring, conduit bending, and service entrance figuring. I have yet to use a calculator on the job.

--This does not fit my situation. I work on the family farm and attend school full time.

--They need to bring more employers into the school. They need to help the students find <u>good</u> jobs.

--My vocational has not played a big part in my current situation because I don't hold a job in that particular field. There wasn't a big job market in auto mechanics.

--This course could use more of the OJT type experiences. I would have liked to have an actual operator who is currently working in a plant to talk to us--to get a different view on the needs for an operator.

<u>NEGATIVE</u>

--Hasn't helped.

MALE - OTHER

1. Please comment about your vocational education experience.

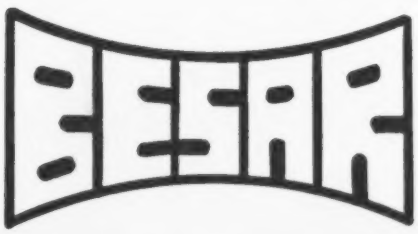
--I thought it touched on everything it had to and I enjoyed it and my instructors.

--I am very happy I took the plumbing course because it gave me a career that I can use anywhere. I enjoyed school and it in return gave me a career.

2. Please comment about how you believe your vocational education has helped or not helped in your employment situation.

--It's helped me stay employed while others haven't. Helped me realize what my job would be like.

--It has helped. Although I am a farmer, it gives me a back-up in case something should happen. It gives me the choice of two careers.



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